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ABSTRACT

The annotated bibliography of research on Canadian core French programs, in which French is taught as a regular subject in English-language schools, provides a comprehensive summary of empirical research since 1970. It includes research reports from school boards, reports of government-funded research, unpublished theses, published books, and journal articles. It is organized in six main sections: (1) a description of the bibliography; (2) an overview of research findings in each of eight categories (program characteristics and outcomes, student characteristics, factors affecting enrollment, teacher characteristics, opinion surveys on core French programs, program implementation and administration, and development and validation of tests and materials); (3) a list of studies by category; (4) the annotations themselves, each of which provides information on the study's purpose, program, subjects, instruments, procedures, results and conclusions; (5) descriptions of some French proficiency and attitude tests used in the research projects; and (6) an alphabetical listing, by author, of all of the studies and tests included in the bibliography. Annotations for studies written in the French language are also presented in French. (MSE)

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L'ASSOCIATION CANADIENNE DES PROFESSEURS DE LANGUES SECONDES
THE CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS

RESEARCH IN CORE FRENCH

An Annotated Bibliography

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National Core French Study
Etude nationale sur le programme de base de français

L'Association canadienne des professeurs de langues secondes
The Canadian Association of Second Language Teachers

Etude nationale sur le programme de base de français
National Core French Study

RESEARCH IN CORE FRENCH
An Annotated Bibliography

RECHERCHES SUR LE FRANCAIS DE BASE
Bibliographie analytique

Kathryn Shred Foley, Birgit Harley
and Alison d'Anglejan

Commission de la recherche et de l'évaluation
Research and Evaluation Task Force

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PREFACE

This annotated bibliography focusses on research that has been carried out on core French programs in Canada. A core French program is one in which French as a second language (FSL) is taught as a regular subject to students in an English-language school. Core French programs are offered at both the elementary and secondary school levels across Canada, but there is considerable regional diversity with respect to program characteristics such as the grade level at which core French begins, the number of minutes per day devoted to the program, the availability of different French program options, and so on (see Canadian Parents for French, 1985, for a national survey of FSL program options).

The present bibliography represents the documentation phase of the work of the research and evaluation task force of the National Core French Study, a project of the Canadian Association of Second Language Teachers. It is designed to provide a detailed guide to empirical research in the area of core French since the beginning of the 1970's, and complements two other bibliographies already produced in the context of the National Core French Study: one a review of writings on core French (Ullmann & Stern, 1985) and the other on professional development in core French (Lamarre et al., 1986).

The entries in this bibliography are based on two main sources of information: 1) a literature search, and 2) responses to a letter sent out in December 1985 to provincial representatives and task forces of the National Core French Study as well as to researchers and colleagues across Canada known to have been associated with empirical studies of core French. The letter requested information about any completed or ongoing research that the addressees, their colleagues, department or institution had been involved with in recent years.

The research and evaluation task force wishes to express sincere thanks to all those who responded with references, copies of unpublished reports, and names of colleagues likely to have further information. Without their help, this bibliography would have been much less comprehensive than it now is. Despite its size, we recognize that we are bound to have missed some studies; we would appreciate any information about further studies that might be included in any update of this document.

We are especially grateful to Alice Weinrib, librarian at the Modern Language Centre, Ontario Institute for Studies in Education, who was most helpful in providing documentary sources. We would also like to thank Edith Acker for her expert assistance in computerizing this bibliography. The financial assistance of the Secretary of State is gratefully acknowledged.

Birgit Harley, Convener
Research and Evaluation Task Force

SECTION I

INTRODUCTION

The aim of this annotated bibliography is to provide a comprehensive summary of empirical research on core French programs since 1970. The majority of the studies involve research conducted in Canada; in addition, a few relevant international studies have been included (e.g. Burstall et al., 1974; Carroll, 1975). Included are research reports from school boards, reports of government-funded research, unpublished theses, published books, and articles from journals such as *The Canadian Modern Language Review*.

To facilitate its use, the bibliography is organized into six main sections. In this introductory section, we set out the organization of the bibliography. The second section, **OVERVIEW OF RESEARCH FINDINGS**, provides a summary of research findings in each of the following eight categories:

1. **Program Characteristics and Outcomes**
2. **Program Supplements**
3. **Student Characteristics**
4. **Factors Affecting Enrolment**
5. **Teacher Characteristics**
6. **Opinion Surveys on Core French Programs**
7. **Program Implementation and Administration**
8. **Development and Validation of Tests and Materials**

As indicated in the table of contents, some of these categories are further sub-divided into more specific topics. For example, under the heading of **Program Characteristics and Outcomes**, such topics as *Time allotment per day for core French*, *Starting age for core French* and *Class size* are treated individually.

In the third section, **LIST OF STUDIES BY CATEGORY**, individual studies are simply listed under one or more of the above eight category headings, depending on the issues which they address. Each study is referred to by its authors' names. The classification of studies in this section follows the same organization as in the overview section.

The fourth section, **ANNOTATED RESEARCH STUDIES**, is the main body of the bibliography and consists of a detailed description of each study. The research studies are

arranged alphabetically by the authors' names. Each entry includes a description of the **Purpose** of the study, the **Program** which was evaluated or from which subjects were selected, the number, grade level and selection of the **Subjects**, the testing **Instruments** which were used, the **Procedures** employed in conducting the study, the **Results** obtained, and the **Conclusion** that we have drawn from the study. The language used in these summaries, either English or French, is consistent with that used in the original source. When a report of a particular study is also available in another document, it is not summarized in this bibliography, but a second reference is given. These alternative sources do, however, appear in the **REFERENCES** section of the bibliography which begins on page 157.

The fifth section, **TEST DESCRIPTIONS**, includes brief descriptions of some of the French proficiency and attitude tests used in the research summarized here. General achievement (e.g. English and mathematics) and IQ tests have not been included in this section. The tests are arranged alphabetically according to test name, with the authors' names provided in parentheses. The complete reference for the tests can be found in the **REFERENCES** section (see page 157) of the bibliography. Each entry includes a description of the test as well as information on the intended population, the availability of test norms and the standardization procedure. The tests found in this section are identified in the body of the bibliography, Section IV, by an asterisk (*) following the test name in all studies in which it was used.

The final section, **REFERENCES**, provides an alphabetical list, by author, of all the studies and tests included in the bibliography. A number of bibliographies related to core French are also referenced in this section: two annotated bibliographies of French tests (Educational Testing Service, 1986; Lapkin et al., 1984), a bibliography of research on the acquisition of French as a first and second language (Lightbown, 1984), an annotated bibliography of recent writings on core French, including curricular materials, research, and discussion papers (Ullmann & Stern, 1985), an annotated bibliography of research and writings on teaching FSL in Canada (Canadian Teachers' Federation, 1979), and a national survey of FSL program options (Canadian Parents for French, 1985).

SECTION II

OVERVIEW OF RESEARCH FINDINGS

1. PROGRAM CHARACTERISTICS AND OUTCOMES

This category covers a wide range of issues related to core French programs and is concerned primarily with organizational issues. It deals with such program characteristics as daily time allotment for French, the optimal starting age for core French and class size. The outcomes investigated include French proficiency, proficiency in other subjects such as mathematics, and attitudes.

1.1. Time Allotment per Day for Core French

The research shows a general tendency for students who receive a greater daily allotment of French instruction to perform better on French tests. Most studies of this kind have compared students' French achievement in 20- versus 40-minute-per-day programs, at the same grade level, with the latter generally outperforming the former (e.g. Manitoba Department of Education, 1981a; Morrison et al., 1979a). However, a number of exceptions are reported where no differences were found in French speaking skills (Pawley & Bonyun, 1981b) or in student attitudes (Stennett & Isaacs, 1979b). In Stern et al. (1976), teachers were reported to have more negative attitudes toward the 20-minute-per-day program.

1.2. Starting Age for Core French

It has been found that older learners generally do better in French than younger learners with the same amount of classroom exposure to French (e.g. Carroll, 1975; Feeney & Patnaik, 1973). On the other hand, it was found in some studies that students who started learning French at a younger age tended to have more positive attitudes toward French (e.g. Burstall et al., 1974) and continued to study French longer (e.g. Reid & Fouillard, 1982).

1.3. Length of Program Exposure

Other studies have shown that, within the same core French program, student achievement generally increases significantly from year to year (e.g. Pawley & Bonyun, 1981a). Nevertheless, there were a few exceptions where no significant differences were found between grade levels (e.g. Morrison et al., 1979b). Students with more years of exposure to core French in school have tended to do better on proficiency tests than students with fewer years of exposure (e.g. Carroll, 1975; Ullmann et al., 1983).

1.4. Class Size

The effects of class size have been addressed in three studies (see Burstall et al., 1974, and Stern et al., 1976). Only one of the studies found any effect of class size on student achievement. In this case, students who had received 20 minutes of French per day in a small class achieved the same level of French proficiency as students who had received 40 minutes of French per day in a regular size class. While the other studies showed no effect for class size, one also found that teaching practices did not differ in the two types of classes.

1.5. Instructional Characteristics

Two studies investigated the effect of instructional characteristics on French achievement. These compared an experiential versus an analytical approach (Allen et al., 1987), and an audio-lingual versus a traditional, grammar-translation program (Smythe et al., 1972). Neither study showed a clear advantage for one approach over the other. Other studies which observed classroom interaction were unable to relate the observational data to student or program characteristics (e.g. McEwen, 1976).

1.6. Core French Compared with Extended French and French Immersion

Comparisons of the French proficiency of students in core French, extended French and French immersion programs indicate that at any specific grade level, immersion students have generally performed better in French than extended French students who, in turn, have generally outperformed core French students (e.g. Barik & Swain, 1976; Morrison et al., 1979b; Shapson & Kaufman, 1978). Nevertheless, a number of studies have found no differences between the proficiency of core French students and extended or immersion students on particular tests, especially on reading tests in the later grades (e.g. Genesee, 1981; Swain & Lapkin, 1977) and in particular situations, as when the core French students have been living in a French neighbourhood (Adiv & Doré, 1982). Other studies have compared core French and immersion students in terms of their use of linguistic cues in reading (Cziko, 1978) and their grammatical errors in writing (Tatto, 1983).

1.7. Retention of Language Skills

Three studies of the retention of language skills found little loss of language skills over a short period of time such as the summer (Gardner et al., 1985; Smythe et al., 1973), but significant, although not large, loss over a greater period of time such as six months (Smythe et al., 1973).

1.8. Attitudes and Program

Students' attitudes toward French and French culture have been assessed within individual programs (e.g. Krohn, 1982; Parkin, 1984) and have also been compared across programs such as immersion, bilingual and core French programs (Cziko et al., 1977) or 20- and 40-minute-per-day programs (Stern et al., 1976). Stability and change in student attitudes have been examined in a number of studies. Some of these studies found that attitudes toward French language, culture and instruction remained relatively stable throughout the school year (e.g. Crawford & Brenner, 1973; Ferguson, 1977) and over the summer (Smith, 1985). Other studies found that student attitudes decreased over the course of the school year (Shapson et al., 1978), as students got older (Burstall et al. 1974), and with increased exposure to French instruction (Ullmann et al., 1983).

1.9. Effect of Core French on Other Subjects

More time devoted to core French has been found to have little, if any, effect on achievement in other areas of the curriculum such as English or mathematics (e.g. Burstall et al., 1974; Stennett & Isaacs, 1979a).

1.10. Optionality of Program

Two studies have directly addressed the issue of optionality in core French and exchange programs. In one study, students in an optional core French program were found to have higher French proficiency scores than those in a compulsory program (Krohn, 1982). Willing participation in cultural and linguistic exchange programs has also been associated with more positive attitudes (Cziko & Lambert, 1976).

1.11. Objectives and Outcomes

A few studies have considered the relationship between program objectives and outcomes in terms of proficiency and attitudes. Some studies have found that French proficiency was below expected levels in certain areas, but above expected levels in other areas (e.g. Crawford & Brenner, 1972), while other studies have reported that program objectives were being met in all skill areas (Sudbury Board of Education, 1982).

2. PROGRAM SUPPLEMENTS

This category includes three kinds of supplementary French programs: excursions to French speaking regions, cultural and linguistic exchange programs with native French speakers of the same age, and supplementary linguistic and cultural programs at school, such as those involving French monitors or animators. The principal variable assessed in these studies was student attitudes.

2.1. Program Supplements and Attitudes

Positive relationships have been found between students' attitudes and participation in cultural and linguistic exchanges (e.g. Kormos, 1978) and excursions (e.g. Clément et al., 1977). Students' attitudes toward the French program have been positively related to exposure to cultural and linguistic activities at school, including an animator program (McInnis & Porebski, 1985), a monitor program (McLean et al., 1983) and the *Francobus* program (McInnis & Donoghue, 1976). Nevertheless, measured attitudes have sometimes been found to decline, for example, following participation in an intensive French summer program (Gardner et al., 1977), and following an exchange program (Cziko & Lambert, 1976).

2.2. Program Supplements and French Proficiency

One study found no relationship between participation in a monitor program and French proficiency (McLean et al., 1983). In another study, participation in an exchange program was positively related to French proficiency, especially among students who had been successfully twinned with a francophone student (Hanna et al., 1980).

3. LEARNER CHARACTERISTICS

Studies contained in this category have examined the relationship between various student characteristics such as aptitude, sex and additional exposure to French on the one hand, and proficiency and attitudes on the other. Studies included here have also surveyed student interests and related students' behaviour to their attitudes.

3.1. Cognitive/Personality Factors and Proficiency

IQ has been related to written French proficiency (McEwen, 1976), but rarely to French listening or speaking skills (e.g. Genesee, 1976a; Morrison et al., 1979a). Linguistic aptitude, on the other hand, has generally been related to French proficiency (e.g. Carroll, 1975; Hartmann & Feeney, 1977). Other cognitive and personality variables, such as field independence, have sometimes been found to be related to successful language learning (Naiman et al., 1978), although at times no relationship has been found (Bialystok & Fröhlich, 1977).

3.2. Sex and Outcomes

Girls have frequently outperformed boys on measures of French proficiency (e.g. Pawley & Bonyun, 1981c; Wightman, 1981), even occasionally when they have received less French instruction (e.g. Morrison et al., 1979a). Girls have also frequently had more positive attitudes than boys toward French (e.g. Burstall et al., 1974) and have continued to study French longer (e.g. Pack, 1979). Although there are studies in which no sex differences have been found (e.g. Wightman, 1984b), there are none in which boys surpassed girls in either French proficiency or attitudes.

3.3. Demographic Variables

This category includes comparisons between rural and urban students, and studies which have examined the relationship between socio-economic status and French proficiency. The two studies that looked at socio-economic status found that it was positively related to achievement (Burstall et al., 1974; Hartmann & Feeney, 1977). Several studies compared rural and urban students. These studies found that rural students had more positive attitudes toward French (Reid & Fouillard, 1982) and toward francophones following an exchange program (Hamers, 1984). Rural/urban differences in performance on French proficiency tests

have been less consistent (Burstall et al., 1974; Manitoba, 1981a).

3.4. Parental Languages

There have been several studies which examined the relationship of students' home language background to their French proficiency. Students from homes where a third language (other than English or French) is used have occasionally performed significantly lower in French proficiency than their anglophone peers initially (Wightman, 1982), but have usually caught up to them after a few years in the program, and have even surpassed them on selected tests of French proficiency (e.g. Hartmann & Feeney, 1977; Wightman, 1981).

3.5. Parental Attitudes and Encouragement

Studies contained in this section indicate that students who have received higher French proficiency scores have had parents with positive attitudes toward French and high expectations for their achievement in French (see Stern et al., 1976), and that they have had greater perceived parental encouragement for studying French (Pack, 1979; Ullmann et al., 1985).

3.6. Additional French Exposure and Use

Exposure to French outside of school such as living in a French neighbourhood (Adiv & Doré, 1982) or speaking French at home (Wightman, 1980), as well as previous participation in a French immersion program (Pawley & Bonyun, 1981c) have been found to be significantly related to French proficiency in the core French program. Students' willingness to use French outside the classroom has generally been found to be minimal, although also significantly related to French achievement among core French students (Genesee, 1978b; Hamayan et al., 1977). In one study, core French and French immersion students differed little in their reported use of French outside of school (Genesee, 1978a).

3.7. Student Attitudes and Proficiency

Several studies have indicated a positive relationship between students' attitudes toward French or the French program and their proficiency in the language (e.g. Genesee, 1978b; Randhawa & Korpan, 1973; and Ullmann et al., 1983).

3.8. Student Attitudes and Behaviour

One study found a positive relationship between students' attitudes and their behaviour in class (Gliksman et al., 1982), while another found no relationship between the two (Massey, 1984).

3.9. Learning/Communication Strategies

The relationship between learner strategies and French proficiency has been examined in a few studies. Some studies found a significant relationship between French proficiency and the use of certain strategies, such as relating English and French cognates (Hammer, 1975), while others reported that certain strategies, such as *formal* and *functional practising*, were rarely used (Bialystok, 1979), and that the use of some strategies, such as *deduction*, did not have a significant effect on French proficency (e.g. Cooke, 1974).

3.10. Topics and Learning Activities of Interest to Students

Several studies have surveyed students' interests in terms of topics, such as sports or television interests, preferred classroom activities and the content of the French course. One study of elementary students in Quebec found that some of the students' interests lie in adventure and science fiction television shows, animals, sports and popular music (Laurin et al., 1979). Other studies found that students generally preferred learning to speak French to learning other French skills (e.g. Comeau et al, 1981), and expressed a desire for an increased amount of attention to culture in the classroom (e.g. Heffernan, 1981). One study found that, in terms of culture, student interests lie in aspects of the daily lives of francophone students (e.g. Vanier, 1980).

4. FACTORS AFFECTING ENROLMENT

This category comprises studies which have examined factors affecting enrolment in core French programs, particularly at the high school level. The research on enrolment patterns has shown that the prevalent reasons cited by students for dropping French have been attitudinal and include a dissatisfaction with the amount of French learned, too great an emphasis on grammar, and insufficient attention to speaking skills and cultural aspects of the language (e.g. Heffernan, 1981; Parker, 1975). As discussed in section 1.2. above, students

beginning French in the early elementary grades have been found more likely to continue taking French when it becomes optional (e.g. Reid & Fouillard, 1982; Roy, 1981). The research also shows that high-achieving students with positive attitudes toward learning French, and who feel encouraged by parents and teachers, have been more likely to stay in high school French programs than students without these characteristics (Pack, 1979; Ullmann et al., 1985).

5. TEACHER CHARACTERISTICS

Though few in number, the studies in this category have addressed the issue of the relationship between students' and core French teachers' attitudes and French proficiency.

5.1. Teacher Attitudes

Two studies have found a positive relationship between student and teacher attitudes (Burstall et al., 1974; Shapson et al., 1978). One study also examined teachers' attitudes toward standard and non-standard varieties of French (Marrin-McConnell, 1978).

5.2. French Proficiency of Teachers

A positive relationship between students' and teachers' French proficiency has been found in two studies (Carroll, 1975; Shapson et al., 1978).

6. OPINION SURVEYS ON CORE FRENCH PROGRAMS

Student, teacher, school administrator and parent attitudes toward French instruction and specific core French programs have been examined in a number of opinion surveys. Some of these studies have found strong administrator and parental support for the core French program (e.g. Manitoba Department of Education, 1981c), while others have found negative perceptions of the core French program (e.g. Parkin, 1984). Some surveys have included analyses of the type of language skills and content matter that parents, teachers and students feel should be included in the core French program (e.g. Reid & Fouillard, 1982; Roy, 1980).

7. PROGRAM IMPLEMENTATION AND ADMINISTRATION

Studies in this category have evaluated the implementation and administration of particular programs. One study found a lack of coordination between the elementary and secondary core French programs at the individual school board level (Buteau et al., 1985). Some studies have identified problems in implementing a new ministry curriculum guide (Waters, 1985), in the execution of a program (Parkin, 1984), and in fully realizing program goals (Ullmann et al., 1983).

8. DEVELOPMENT AND VALIDATION OF TESTS AND MATERIALS

This research includes studies involving the development and validation of standardized tests (e.g. Gliksman et al., 1979; Harper & Kieser, 1977), and local tests (Wightman, 1980), as well as the evaluation of teaching materials (Stern et al., 1980).

SECTION III

LIST OF STUDIES BY CATEGORY

1. PROGRAM CHARACTERISTICS AND OUTCOMES

1.1. Time Allotment per Day for Core French

Lapkin (1981)
Manitoba (1981a)
Morrison et al. (1979a)
Morrison et al. (1980)
Pawley & Bonyun (1981a)
Pawley & Bonyun (1981b)
Stennett & Isaacs (1979a)
Stennett & Isaacs (1979b)
Stern et al. (1976)
Wightman (1984c)

1.2. Starting Age for Core French

Burstall et al. (1974)
Carroll (1975)
Deshaies & Hamers (1981)
Feeney & Patnaik (1973)
Reid & Fouillard (1982)
Ullmann et al. (1983)

1.3. Length of Program Exposure

Buteau & Gougeon (1985)
Carroll (1975)
Hartmann & Feeney (1977)
Manitoba (1981a)
Morrison et al. (1979b)
Morrison et al. (1980)
New Brunswick (1979)
Parker (1975)
Pawley & Bonyun (1981a)
Pawley & Bonyun (1981c)
Roy (1981)
Shapson et al. (1978)
Stern et al. (1976)
Ullmann et al. (1983)
Ullmann et al. (1985)
Ullmann et al. (1986)
Wightman (1980)
Wightman (1982)
Wightman (1984a)

1.4. Class Size

Burstall et al. (1974)
Stern et al. (1976)

1.5. Instructional Characteristics

Allen et al. (1987)
McEwen (1976)
McLean et al. (1983)
Smythe et al. (1972)
Stern et al. (1976)

1.6. Core French Compared with Extended French and French Immersion

Adiv & Doré (1982)
Adiv & Doré (1983)
Adiv & Doré (1984)
Anderson et al. (1984)
Barik & Swain (1975)
Barik & Swain (1976)
Buteau & Gougeon (1985)
Campbell et al. (1985)
Cziko (1978)
Cziko et al. (1977)
Genesee (1976a)
Genesee (1976b)
Genesee (1978a)
Genesee (1978b)
Genesee (1981)
Gray (1986)
Hamayan et al. (1977)
Morrison et al. (1979b)
Morrison et al. (1980)
Shapson & Kaufman (1978)
Swain & Lapkin (1977)
Tatto (1983)
Wightman (1984a)
Wightman (1984c)

1.7. Retention of Language Skills

Gardner et al. (1985)
Smythe et al. (1973)

1.8. Attitudes and Program

Burstall et al. (1974)
Crawford & Brenner (1972)
Crawford & Brenner (1973)
Cziko et al. (1977)
Durward (1983)
Ferguson (1977)
Gardner et al. (1977)
Krohn (1982)
Manitoba (1981b)
Massey (1986)
Parker (1975)
Parkin (1984)
Shapson et al. (1978)
Smith (1985)
Smythe et al. (1972)
Stennett & Isaacs (1979b)
Stern et al. (1976)
Ullmann et al. (1986)

1.9. Effect of Core French on Other Subjects

Burstall et al. (1974)
Ferguson (1977)
Lapkin (1981)
Stennett & Isaacs (1979a)

1.10. Optionality of Program

Cziko & Lambert (1976)
Krohn (1982)

1.11. Objectives and Outcomes

Crawford & Brenner (1972)
Crawford & Brenner (1973)
Roy (1980)
Sudbury (1982)
Ullmann et al. (1983)

2. PROGRAM SUPPLEMENTS

2.1. Program Supplements and Attitudes

Clément et al. (1977)
Cziko & Lambert (1976)
Deshaies & Hamers (1981)
Gardner et al. (1974b)
Gardner et al. (1977)
Hamers (1984)
Hanna et al. (1980)
Kormos (1978)
McInnis & Donoghue (1976)
McInnis & Porebski (1985)
McLean et al. (1983)

2.2. Program Supplements and French Proficiency

Gardner et al. (1977)
Hanna et al. (1980)
McLean et al. (1983)

3. STUDENT CHARACTERISTICS

3.1. Cognitive/Personality Factors and Proficiency

Bialystok & Frōhlich (1977)
Bialystok & Frōhlich (1978)
Carroll (1975)
Cooke (1974)
Duchastel (1975)
Genesee (1976a)
Hamayan et al. (1977)
Harper & Kieser (1977)
Hartmann & Feeney (1977)
Lalonde et al. (1985)
McEwen (1976)
Morrison et al. (1979a)
Morrison et al. (1979b)
Naiman et al. (1978)
Smythe et al. (1972)

3.2. Sex and Outcomes

Burstall et al. (1974)
Cooke (1974)
Deshaies & Hamers (1981)
Morrison et al. (1979a)
Morrison et al. (1979b)
Morrison et al. (1980)
Pack (1979)
Pawley & Bonyun (1981c)
Rankhawa & Korpan (1973)
Wightman (1980)
Wightman (1981)
Wightman (1984b)
Wightman (1984c)

3.3. Demographic Variables

Burstall et al. (1974)
Hamers (1984)
Hartmann & Feeney (1977)
Manitoba (1981a)
Massey (1986)
Reid & Fouillard (1982)

3.4. Parental Languages

Bialystok & Frōhlich (1977)
Hartmann & Feeney (1977)
Ullmann et al. (1986)
Wightman (1981)
Wightman (1982)

3.5. Parental Attitudes and Encouragement

Pack (1979)
Stern et al. (1976)
Ullmann et al. (1985)

3.6. Additional French Exposure and Use

Adiv & Doré (1982)
Clément et al. (1977)
Deshaies & Hamers (1981)
Duchastel (1975)
Gardner et al. (1985)
Genesee (1978a)
Genesee (1978b)
Hamayan et al. (1977)
Manitoba (1981b)
Pawley & Bonyun (1981c)
Stern et al. (1976)
Wightman (1980)
Wightman (1981)
Wightman (1984a)
Wightman (1984b)

3.7. Student Attitudes and Proficiency

Bialystok & Frōhlich (1977)
Bialystok & Frōhlich (1978)
Burstall et al. (1974)
Carroll (1975)
Crawford & Brenner (1972)
Duchastel (1975)
Durward (1983)
Gardner et al. (1985)
Genesee (1978b)
Hartmann & Feeney (1977)
McEwen (1976)
Naiman et al. (1978)
Rankhawa & Korpan (1973)
Smythe et al. (1972)
Ullmann et al. (1983)

3.8. Student Attitudes and Behaviour

Gliksman et al. (1982)
Massey (1984)

3.9. Learning/Communication Strategies

Bialystok (1979)
Bialystok & Fröhlich (1977)
Bialystok & Fröhlich (1978)
Cooke (1974)
Cziko (1978)
Hammer (1975)
Lalonde et al. (1985)
Naiman et al. (1978)
Tatto (1983)
Ullmann et al. (1986)

3.10. Topics and Learning Activities of Interest to Students

Comeau et al. (1980)
Comeau et al. (1981)
Heffernan (1981)
Laurin et al. (1979)
Reid & Fouillard (1982)
Roy (1981)
Vanier (1980)

4. FACTORS AFFECTING ENROLMENT

Durward (1983)
Heffernan (1981)
Nagy & Klaiman (1985)
New Brunswick (1979)
Pack (1979)
Parker (1975)
Reid & Fouillard (1982)
Ullmann et al. (1985)

5. TEACHER CHARACTERISTICS

5.1. Teacher Attitudes

Burstall et al. (1974)
Duchastel (1975)
Marrin-McConnell (1978)
Shapson et al. (1978)

5.2. French Proficiency of Teachers

Carroll (1975)
Shapson et al. (1978)

6. OPINION SURVEYS ON CORE FRENCH PROGRAMS

Buteau et al. (1985)
Crawford & Brenner (1973)
Manitoba (1981c)
McInnis & Donoghue (1976)
Nagy & Klaiman (1985)
Parker (1975)
Parkin (1984)
Reid & Fouillard (1982)
Roy (1980)
Roy (1981)
Shapson et al. (1978)
Stern et al. (1976)
Sudbury (1982)
Ullmann et al. (1983)
Ullmann et al. (1986)

7. PROGRAM IMPLEMENTATION AND ADMINISTRATION

Buteau et al. (1985)
Crawford & Brenner (1973)
Manitoba (1981c)
Parkin (1984)
Ullmann et al. (1983)
Ullmann et al. (1986)
Waters (1985)

8. DEVELOPMENT AND VALIDATION OF TESTS AND MATERIALS

Feeney & Patnaik (1973)
Gliksman et al. (1979)
Harper & Kieser (1977)
New Brunswick (1979)
Rankhawa & Korpan (1973)
Stern et al. (1980)
Wightman (1980)
Wightman (1981)
Wightman (1982)
Wightman (1984a)
Wightman (1984b)
Wightman (1984c)

SECTION IV

ANNOTATED RESEARCH STUDIES

Adiv, E. & Doré, F. (1982) *Evaluation of the Grade 4 Extended French Core Program.* Montreal: Instructional Services Department, The Protestant School Board of Greater Montreal.

Purpose: To examine the effectiveness of the Protestant School Board of Greater Montreal (PSBGM) extended core French program and to assess its effect on students' English and mathematics skills.

Program: Grade 4 extended core French and regular core French programs in Montreal. The optional extended core French program involved 90 minutes per day of French instruction and the regular core French program involved 30 minutes per day. The extended core French program was an experimental program which was introduced in one school. The main objective of the extended core French program was to develop communicative skills. The program employed formal language instruction for one-third of the time and informal exposure to the language for the remaining time.

Subjects: 62 grade 4 extended core French students from three classes in one school, 89 grade 4 regular core French students from four schools and 20 regular core French students from four classes in a school situated in a French neighbourhood. The French neighbourhood regular core French group used the same textbook as the extended core French group.

Instruments: The Lorge-Thorndike Intelligence Test (Level A), used to establish the comparability of the extended and regular core French groups; the Metropolitan Achievement Test, elementary form JS (reading, language and mathematics subtests); the Quebec Ministry of Education (MEQ) French Listening Comprehension and Reading Comprehension Tests (Grade 6); a reading test adapted from the Test de compréhension de l'écrit* (niveaux A et B); a written composition; and the PSBGM French Oral Production Test in which both global and specific skills were rated. The MEQ listening comprehension test involves selecting the pictures or written sentences which correspond to tape-recorded words, sentences or short dialogues. The MEQ reading comprehension test involves selecting the words or sentences which describe a picture or complete a sentence. The PSBGM oral production test is individually administered and involves answering questions about a picture and narrating a story based on pictures.

Procedure: The tests were administered by a native French speaker. All tests, except the French Oral Production Test, were group-administered. The written compositions were scored globally by two francophone raters for content, grammar, vocabulary and spelling.

Results: One-way analyses of variance indicated that there were no significant differences between the extended and regular core French groups on the Lorge-Thorndike test or the English language subtests of the Metropolitan Achievement Test. These results suggest that the additional time devoted to French was not detrimental to the students' performance in English. The extended core French group performed significantly better on the mathematics subtest of the Metropolitan Achievement Test, and significantly better than the regular core French group on all French tests. Nevertheless, there were no significant differences between the extended core French and French neighbourhood core French groups on any French tests except the French reading comprehension test, on which the extended core French group performed significantly better, and the oral French grammatical rating of the oral production test, on which the French neighbourhood core French group performed significantly better.

Conclusion: The extended core French group outperformed the regular core French group on all French tests. Nevertheless, the French exposure in the environment received by the French neighbourhood core French group produced comparable French achievement to that resulting from the extra 60 minutes per day of French instruction received by the extended core French group.

Adiv, E. & Doré, F. (1983). *An Evaluation of the Intensive French Program: Grades 4 and 5.* Montreal: Instructional Services Department, The Protestant School Board of Greater Montreal.

Purpose: To assess the French and English proficiency and the academic achievement of students in the PSBGM optional intensive (formerly "extended") core French program.

Program: Grade 4 and 5 intensive core French, early French immersion and regular core French programs in Montreal. The optional intensive core French program consisted of 90 minutes per day of French instruction in grade 4 and 60 minutes per day in grade 5. The regular core French students received 30 minutes per day of French instruction. The intensive core French program emphasized communicative skills and focussed on reading and writing. (See Adiv & Doré, 1982, for more details.)

Subjects: 45 grade 4 and 51 grade 5 intensive core French students; 25 grade 4 and 21 grade 5 French immersion students; and 26 grade 4 and 19 grade 5 regular core French students.

Instruments: The Lorge-Thorndike Intelligence Test (Levels A and B), used to establish the comparability of the groups; the Canadian Tests of Basic Skills, metric version, Form 5 (language and mathematics subtests); the I.E.A. French Reading Comprehension and Writing

Tests* (Population II); the Quebec Ministry of Education (MEQ) Listening Comprehension and Reading Comprehension Tests (Grade 6); a written composition; a reading test adapted from the Test de compréhension de l'écrit* (niveaux A et B); and the PSBGM French Oral Production Test. See Adiv & Doré (1982) for a description of the MEQ and PSBGM tests.

Procedure: See Adiv & Doré (1982).

Results: Analyses of covariance, with IQ as the covariate, indicated that the immersion students scored significantly higher than the intensive core French students on the French tests. The intensive core French students, in turn, scored significantly higher than the regular core French students on all French tests except on certain oral production ratings. There were no significant differences between the three groups in mathematics or English ability, except on the spelling subtest of the Canadian Tests of Basic Skills, in which the immersion students scored significantly lower than the regular core French group.

Conclusion: The intensive core French program improved students' French ability without detracting from the development of mathematics or English skills. However, the intensive core French students did not rival the immersion students in French skills.

Adiv, E. & Doré, F. (1984). *An Evaluation of the Intensive French Program: Grades 5 and 6.* Montreal: Instructional Services Department, The Protestant School Board of Greater Montreal.

Purpose: To assess the English, French and mathematics achievement of students in an optional intensive core French program.

Program: Grade 5 and 6 intensive core French, early French immersion and regular core French programs in Montreal. The intensive core French program involved 90 minutes per day of French instruction in grade 4, and 60 minutes per day in grades 5 and 6. The regular core French program involved 30 minutes per day of French instruction. (See Adiv & Doré, 1983, for more details on the intensive core French program.)

Subjects: 40 grade 5 and 43 grade 6 intensive core French students; 40 grade 5 and 24 grade 6 regular core French students; and 25 grade 5 and 34 grade 6 French immersion students.

Instruments: The Lorge-Thorndike Intelligence Test (Levels B and C), used to establish the comparability of the two groups; the Canadian Tests of Basic Skills, Levels 11 and 12 (English and mathematics subtests); the Quebec Ministry of Education (MEQ) French Listen-

ing Comprehension Test (Grade 6) and French Reading Comprehension Test (Grade 9); the I.E.A. French Listening Comprehension, Reading Comprehension and Writing Tests* (Population II); a reading test adapted from the Test de compréhension de l'écrit* (niveaux A et B); a written composition; and the PSBGM French Oral Production Test. See Adiv & Doré (1982) for a description of the MEQ and PSBGM tests.

Procedure: See Adiv & Doré (1982).

Results: One-way analyses of variance indicated that there were no significant differences between the three groups in IQ or between the regular core French and intensive core French groups in English and mathematics ability. The French immersion group performed significantly better in both English and mathematics than the other two groups. The French immersion group also performed significantly better on the French tests than the intensive core French group, who, in turn, performed significantly better than the regular core French group. The only exception was the I.E.A. Writing Test, in which there were no significant differences between the regular and intensive core French groups.

Conclusion: The intensive core French program generally increased students' French ability at no cost to their English and mathematics achievement, but the intensive core French students did not rival their French immersion peers in French skills.

Allen, J. P. B., Carroll, S. Burtis, J. & Gaudino, V. (1987). The Core French Observation Study. Chapter Four. In B. Harley, J. P. B. Allen, J. Cummins & M. Swain (Eds.) *The Development of Bilingual Proficiency: Final Report.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To investigate the relationship between instructional practices and French proficiency outcomes in core French classes.

Program: Grade 11 core French programs in Metropolitan Toronto. The students received 40 or 70 minutes of French instruction, five and three times a week respectively, for a total of approximately 200 minutes per week.

Subjects: Approximately 200 grade 11 core French students, in eight intact classes ranging in size from 10 to 35 students. The subjects were studying French as an optional subject and had received French instruction for approximately eight years.

Instruments: A multiple choice grammar test; a written exercise intended to elicit an informal request; a written exercise intended to elicit a formal request; a multiple choice

listening comprehension test (adapted from the Test de compréhension auditive* and the I.E.A. Listening Comprehension Test*); a questionnaire assessing students' contact with French outside the classroom; an oral interview which was scored for grammatical, discourse and socio-linguistic competence; and the Communicative Orientation of Language Teaching (COLT)* classroom observation scheme.

Procedure: The tests were administered as pre- and post-tests at the beginning and at the end of the school year. The oral interviews were administered to a random subsample of students. Based on the COLT observation scheme, the classes were rank ordered on a bi-polar scale from "most experiential" (Type E) to "most analytical" (Type A). Type E classes, for example, involved significantly more topic control by students, more reaction to message rather than code, and more use of student-made materials. In contrast, Type A classes included a higher proportion of topic control by teachers, student utterances of minimal length, and restricted choice of linguistic items by students. It was predicted that the Type A classes would score higher on both written and oral grammatical accuracy measures than Type E classes, but that Type E classes would score higher on all other proficiency measures, including discourse and sociolinguistic measures in the oral interview, and global listening comprehension.

Results: Analyses of covariance, using pre-test scores as the covariate, indicated that there were no significant differences between the Type E and Type A classes on any of the proficiency measures. However, there was a near significant difference in favour of the Type A classes on the multiple choice grammar test. Both experiential and analytic features observed in the classes were positively correlated with proficiency measures. The profile of a successful core French classroom, with respect to student proficiency, was identified as one in which a generally experiential approach was used with relatively more time devoted to communicative features involving an information gap, reaction to message, and topic incorporation. Nevertheless, a number of form-focused, teacher-directed activities were also positively related to proficiency.

Conclusion: There were no differences between the experiential and analytic classes in terms of students' French proficiency. A number of features of both the analytic and experiential classes were related to French proficiency.

Anderson, G., Palumbo, S., & Tétrault, L. (1984). Program Evaluation, 1979-83. Chapter Three. In G. Anderson (Ed.). *Lessons in Policy Evaluation: A Report on the Lennoxville District French Second Language Program, 1979-1984*. Montreal: Faculty of Education, McGill University.

Purpose: To evaluate the effect of the new Lennoxville bilingual kindergarten and follow-up program. Core French students were used as a comparison group.

Program: A full-day bilingual kindergarten program in which instruction was provided in French and English on alternate mornings and afternoons, followed by 60 minutes per day of FSL instruction from grade one on. Students in a regular core French program were used as a comparison group.

Subjects: 152 kindergarten and 193 grade 1 students from nine schools were tested initially and then followed up for five years.

Instruments: The Peabody Picture Vocabulary Test* (English); The Boehm Test of Basic Concepts; the French Comprehension Test/Primer* (for kindergarten); the French Comprehension Test/Level 1* (for grades 1 and 2); the Quebec Ministry of Education Test de français, troisième année, 1980 version (for grade 3); and program-referenced tests and an oral production test developed for this study.

Procedure: This was a longitudinal study spanning five years. Tests were administered throughout the testing period. The English language tests were not administered after grade 1 as an economy measure.

Results: The data analysis involved descriptive statistics. Students in the bilingual kindergarten and follow-up program scored higher on the French tests than those in the core French program, even though the core French students' scores were above the province-wide norms on the Test de français. The two groups did not differ in English ability.

Conclusion: The bilingual kindergarten program improved the French skills of early elementary school students.

Barik, H. C. & Swain, M. (1975). Three-year evaluation of a large scale early grade French immersion program: The Ottawa study. *Language Learning, 25*(1), 1-30.

Purpose: To evaluate the academic development of immersion students relative to regular English program students in English, French and mathematics skills.

Program: An early total French immersion program with English instruction introduced in grade 2, and a core French program in which the students received 30 minutes per day of French instruction in kindergarten and 40 minutes per day thereafter. Both programs usually took place in the same Ottawa public schools.

Subjects: Cohort I included 220 immersion and 200 core French students. Cohort II included 270 immersion and 310 core French students. Cohort III included 140 immersion and 130 core French students. The students in all three cohorts were followed from kindergarten through grade 2. All cohorts began instruction in kindergarten, one year apart.

Instruments: The Otis-Lennon Mental Ability Test (Primary I Level for kindergarten and Elementary I Level for grades 1 and 2); the Clyner-Barrett Prereading Battery for kindergarten; the Metropolitan Achievement Test (Primer for kindergarten, Primary I for grade 1, and Primary II for grade 2); the French Comprehension Test* (1971, 1972 and 1973 experimental versions for the three cohorts respectively); the Test de rendement en français*, Grade 1 (1971) and Grade 2 (1972) for these grade levels respectively; the Test de rendement en mathématiques, Grade 1 (1971) and Grade 2 (1972) for these grade levels respectively; the I.E.A. French Listening Comprehension Test* (Population I) for grade 2.

Procedure: Core French and immersion students in all three cohorts, wrote the tests at the end of their respective school years. The tests were administered by two trained testers to groups of no more than twelve to fifteen students at a time. A native French speaker administered the French tests and a native English speaker administered the English tests.

Results: Analyses of variance indicated that the immersion students scored significantly higher on the French tests than the core French students at the kindergarten, grade 1 and grade 2 levels. At the grade 1 and 2 levels, but not in kindergarten, the immersion students exhibited far superior French proficiency. The immersion pupils initially lagged significantly behind the core French students (at the same grade level) in English skills but had caught up by the end of grade 2. The two groups performed equally well on the mathematics and IQ tests.

Conclusion: By the end of grade 2, the immersion students had developed French skills which were far superior to those of the core French students, while performing at equivalent levels in English and mathematics.

Barik, H. C. & Swain, M. (1976). Primary-grade French immersion in a unilingual English-Canadian setting: The Toronto study through grade 2. *Canadian Journal of Education, 1*(1), 39-58.

Purpose: To assess the effect of the immersion program on students' French and English proficiency, and their academic achievement. Core French students were used as a comparison group.

Program: Early total French immersion and core French programs in Toronto. The core French program involved 20 to 40 minutes per day of French instruction beginning in kindergarten.

Subjects: 40 kindergarten, 33 grade 1 and 39 grade 2 immersion students. 35 kindergarten, 42 grade 1 and 49 grade 2 core French students.

Instruments: The Otis-Lennon Mental Ability Test (Primary I and Elementary I Levels), used to establish the comparability of the two groups; the Metropolitan Readiness Test; the Metropolitan Achievement Test (Primary I and II Batteries); the Stanford Early School Achievement Test; the French Comprehension Test/Level 1* and the French Comprehension Test/Primer*, 1974 experimental versions. The Test de rendement en français* (for grades 1 and 2), 1971 version, and the Test de lecture* (for grade 2) were also administered to the French immersion students.

Procedure: The tests were group-administered between April and June. The French tests were administered by native or native-like French speakers who were specially trained. The immersion students' scores on the Test de rendement and the Test de lecture were compared with the results of another study (see Barik & Swain, 1974), in which the same tests were administered to core French students in grades 1 to 3 in Ottawa.

Results: Analyses of variance indicated that there were no significant differences between the two groups in school readiness, IQ, or mathematics ability. The immersion students lagged slightly behind their core French peers in certain English language skills. The immersion students outperformed the Ottawa core French students on all French tests. The kindergarten immersion students showed a greater comprehension of spoken French than grade 3 Ottawa core French students.

Conclusion: The Toronto immersion students learned significantly more French than their core French peers in Ottawa at no cost to their general academic achievement, although they lagged slightly behind their core French counterparts in certain English language skills.

Bialystok, E. (1979). The role of conscious strategies in second language proficiency. *The Canadian Modern Language Review, 35*(3), 372-394.

Purpose: To examine the extent to which high school students used practising, monitoring and inferencing strategies and the effect the use of these strategies had upon French language achievement.

Program: Grade 10 and 12 high school core French programs in Toronto.

Subjects: 82 grade 10 core French students (three classes) and 75 grade 12 core French students (three classes). All subjects had been studying French since approximately grade 6.

Instruments: A learning strategies questionnaire; the I.E.A. Writing, Reading Comprehension and Listening Comprehension Tests* (Population II for grade 10, and Population IV for grade 12); and the Aural Grammar Test, in which students must determine if tape-recorded French sentences contain any grammatical errors and, if so, identify them.

Procedure: The tests were administered by the experimenter in classrooms over a period of one month. One test was given per visit.

Results: Since reported use of the formal and functional practice strategies were highly correlated, the two measures were combined into one "practice" measure for the purposes of analysis. Analyses of variance indicated that grade 12 students reported employing all three strategies significantly more often than grade 10 students. There were no significant differences in the extent to which students reported using the strategies in the written and oral modalities. Students indicated that they used monitoring and inferencing strategies significantly more often than the practising strategy. Reported use of all three strategies was highly correlated with achievement on the four French tests in grade 10. In grade 12, the findings were less consistent: reported use of the functional practice strategy was most highly correlated with achievement on all French tests, followed by reported use of the monitoring strategy. On the other hand, the extent to which the grade 12 students reported using the inferencing strategy showed no correlation with achievement and grade 12 students' reported use of the formal practice strategy correlated negatively with achievement. The students found the strategy descriptions given in the questionnaire meaningful to them.

Conclusion: Reported use of the various strategies showed different patterns of correlation with performance on the French tests. Reported use of the functional practice strategy correlated most highly with achievement on the French tests.

Bialystok, E. & Fröhlich, M. (1977). Aspects of second language learning in classroom settings. *Working Papers on Bilingualism*, 13, 1-26.

Study I

Purpose: To assess the role of attitudes, motivation, aptitude, field independence and strategy use in students' French reading comprehension.

Program: Grade 9 and 10 core French programs in middle-class suburban areas of Toronto.

Subjects: 26 grade 9 core French students (14 male and 12 female) and 26 grade 10 core French students (10 male and 16 female) from two different schools. All students had studied French for approximately four years. The final data analysis included only 31 students (14 male and 17 female) since only these students had completed all the tests.

Instruments: The Attitudes and Motivation Test Battery* (Gardner et al., 1974a); the Modern Language Aptitude Test*; the Hidden Figures Test (used to test field independence); a student questionnaire concerning the use of practising, monitoring and inferencing strategies; and the I.E.A. French Reading Comprehension Test* (Population II).

Procedure: The tests and questionnaire were administered during class time in the order in which they are listed above, at various times between mid-October and mid-January.

Results: Multiple regression analyses indicated that an integrative orientation to language learning and students' attitudes toward the learning situation, as measured by the Attitudes and Motivation Test Battery, best predicted students' French reading comprehension scores. Language aptitude scores were moderate predictors for students from one school. Field independence did not predict French reading comprehension scores. Students' reported use of the monitoring strategy best predicted students' reading comprehension scores, while a subgroup of Italian first-language students' reported use of the inferencing strategy best predicted their reading comprehension scores.

Conclusion: Students' attitudes and the reported use of the monitoring strategy were the best predictors of students' French reading comprehension.

Study II

Purpose: To investigate the role of inferencing in language learning.

Program: A grade 10 core French program in Toronto.

Subjects: 44 grade 10 core French students from two different schools. All students had studied French for approximately four years.

Instruments: For the purposes of this study, eight French passages were selected: four were descriptions of places or buildings in France and four were humourous anecdotes. Each passage was followed by five comprehension questions in English to which the students responded in English. The questions were inferential rather than factual.

Procedure: The texts were presented under four different conditions: with no cue, with an English cue, with a French cue, and with a picture cue. The English and French cues were written summary statements that outlined the general context of the passage but presented no details. The picture cue presented the same information as the written cues, but in pictorial form. The following order of presentation was used: the cue, if any, the passage, and then the questions. No time limit was given for the completion of the task.

Results: Analyses of variance indicated that students scored significantly higher on the description passages than on the anecdotes, and that students scored significantly higher on presentations using the English and picture cues than on those using no cue or French cues.

Conclusion: Whereas English and picture cues aided in the comprehension of the passages, the French cues did not. This may indicate that in the case of the English and picture cues, an inferencing strategy, drawing on the extra-textual cues, facilitated comprehension of the French passages. The French cues may have been too difficult to readily trigger an inferencing strategy.

Bialystok, E. & Fröhlich, M. (1978). Variables of classroom achievement in second language learning. *The Modern Language Journal*, *62*(7), 327-336.

Purpose: To assess the role of language aptitude, field independence, attitude and strategy use in second language achievement.

Program: A grade 10 and 12 core French program in predominantly middle-class areas of Toronto. Most students began studying French in grades 5 or 6.

Subjects: 157 grade 10 and 12 core French students from three different schools.

Instruments: The short form of the Modern Language Aptitude Test*; the Attitudes and Motivation Test Battery* (Gardner et al., 1974a); the Hidden Figures Test (used to assess field independence); a questionnaire assessing students' use of practising, inferencing and monitoring strategies; the Aural Grammar Test (see Bialystok, 1979, for a description of the test); and the I.E.A. French Writing, Listening Comprehension and Reading Comprehension Tests* (Population II for grade 10, and Population IV for grade 12). The Aural Grammar Test and the I.E.A. Writing Test were considered "formal tests", while the I.E.A. Listening and Reading Comprehension Tests were considered "functional tests".

Procedure: All the instruments were administered in the classrooms during a four-month period in one-week intervals, generally by the same investigator.

Results: Stepwise multiple regression analyses indicated that there were no significant differences between students in either grade in terms of the pattern of relationship among variables. Aptitude scores best predicted students' achievement on all French tests. Students' reported use of all three strategies (practising, inferencing and monitoring) was also significant in predicting achievement on all French tests except the I.E.A. Writing Test. Students' attitude scores, however, were not significant in predicting students' French proficiency. The hypotheses that aptitude scores would be highly related to formal test scores and that attitude scores would be highly related to functional test scores were not supported by the data.

Conclusion: Language aptitude was the best predictor of achievement on both formal and functional French tests. Students' reported use of practising, inferencing and monitoring strategies also predicted achievement on most French tests. Student attitudes, however, were not related to their French proficiency.

Burstall, C., Jamieson, M., Cohen, S. & Hargreaves, M. (1974). *Primary French in the Balance*. Windsor, England: The National Foundation for Educational Research. (See also **Stern et al.**, 1975, and **Burstall**, 1975).

Purpose: To evaluate the introduction of French into the primary grades (from age 8 to 11) in England and Wales.

Program: Primary FSL instruction in England and Wales.

Subjects: Three cohorts of children enrolled in the primary French program, involving

5,700, 5,300, and 6,000 students respectively, were followed from age 8 into the high school years. A group of students who had begun French instruction at age 11 were included as a comparison group.

Instruments: National Foundation for Educational Research (NFER) French Tests* (Batteries I, II and III) assessing listening comprehension, reading comprehension, speaking and writing skills; a student attitude questionnaire; classroom observation; and interviews with teachers and administrators.

Procedure: The tests were administered to the various cohorts of students and the comparison group at various times during the ten-year longitudinal study. Testing began in 1969. The classroom observation was conducted by school inspectors.

Results: The main findings of the study dealt with age differences. T-tests indicated that, at the age of 16, there were generally no significant differences in French proficiency between students who had begun studying French at age 8 and students who had begun studying French at age 11. The only significant differences between the two 16-year-old groups were in French listening comprehension and attitudes toward French; students who had started French at a younger age were stronger in listening comprehension and had more positive attitudes. Other findings included the following. Girls scored significantly higher than boys on all the French achievement tests. Boys tended to drop French significantly more often than girls when it became optional. Chi-square tests indicated that girls tended to have significantly more positive attitudes toward learning French and saw it as more vocationally valuable than boys. T-tests indicated that socio-economic status was significantly positively related to French achievement. The relationship between socio-economic status and French achievement became more pronounced in the later grades. Students from small rural schools performed significantly better on the French tests than students from larger urban schools. There was no relationship, however, between class size and student achievement. The introduction of French in the primary grades and the resulting reduction of time available for other subject matter did not significantly affect achievement in those subjects. Students' achievement in French was rated significantly more highly by teachers with positive attitudes toward their French class than by those with non-committal or negative attitudes. Students' mean scores on the French achievement tests were significantly higher in schools where the principal had a favourable attitude toward the teaching of French. Students' attitudes toward learning French and their French achievement were positively and significantly correlated. Early success in learning French tended to be positively correlated with subsequent positive attitudes toward French. At the end of primary school, 40% of the students did not wish to continue studying French.

Conclusion: Students starting French at age 11 did as well in the long run as those who had started at age 8, except in the area of listening comprehension. Younger starters, however, had significantly more positive attitudes toward French than older starters. Socio-economic status was positively related to French achievement, particularly in the higher grades. The students' attitudes correlated highly with their French achievement. Major changes in the French program appeared to be necessary to enable the whole school population to successfully learn French.

Buteau, M. F. & Gougeon, H. (1985). *Evaluation of the Bilingual Kindergarten and Follow-up Programs: St. Joseph Elementary School, Town of Mount Royal (1979-1984).* Montreal: Faculty of Education, McGill University.

Purpose: To summarize a five-year evaluation of a bilingual education and follow-up program at St. Joseph of Mount Royal Elementary School. Core French students were used as a comparison group.

Program: An experimental, bilingual full day kindergarten program in which half of the day took place in French, followed by a social studies course taught in French from grades 1 to 5, in addition to a modified FSL course (experimental group). Three comparison groups were included: students from a regular English program who followed a core French program (core French group), students from a regular French program (French group), and students from a French reception program for anglophone students attending a French school (reception group).

Subjects: Kindergarten to grade 5 students enrolled in the four programs outlined above. Precise numbers were not indicated and the number of students tested in each group varied from year to year.

Instruments: Raven's Coloured Progressive Matrices; the Metropolitan Achievement Test; the Bilingual Syntax Measure* (French and English versions); the Peabody Picture Vocabulary Test* (French and English versions); a French and English oral production measure; the Test de compréhension de l'écrit*; and the Buteau-Gougeon French Reading Comprehension Test.

Procedure: All tests were administered by fluently bilingual, experienced testers.

Results: Analyses of variance indicated that on the French tests, the French group significantly outperformed the reception group, the reception group significantly outperformed the experimental group, and the experimental group significantly outperformed the

core French group. All groups improved significantly from year to year. The experimental group equalled the core French group in English and content areas of the curriculum.

Conclusion: The experimental group developed significantly greater French skills than the core French group, while maintaining equal ability in English and content subjects.

Buteau, M. F., Rebuffot, J., in collaboration with Gougeon, H. (1985). *Evaluation of the French as a Second Language Programs of the Eastern Townships School Board.* Montreal: Faculty of Education, McGill University.

Purpose: To evaluate the elementary and secondary core French programs in the Eastern Townships School Board in light of the new program objectives of the Quebec Ministry of Education.

Program: A kindergarten to grade 11 core French program in the Eastern Townships School Board, Quebec.

Subjects: 12 elementary and 13 high school core French teachers, school board French consultants and core French students.

Instruments: Informal classroom observation of kindergarten to grade 3 classrooms; and a teacher questionnaire.

Procedure: The study also involved consultation with French consultants and the program director, and informal conversations with students.

Results: The analysis of the questionnaires involved descriptive statistics. The consultants and program director felt that there was a lack of communication and coordination between the elementary and high school programs. The teachers felt that the program content and the materials used, as well as the new program objectives, were appropriate for their students' interests and level of functioning. Nevertheless, teachers felt that more professional development was needed, especially in the area of communicative language testing. Based on informal conversations with the students, they seemed to have favourable attitudes toward the core French program.

Conclusion: There was a consensus among those surveyed that while the core French program was fairly successful, more effort was needed to better coordinate the elementary and high school programs and to develop teaching and testing skills in areas emphasized by the new Ministry objectives.

Campbell, R. N., Gray, T. C., Rhodes, N. C. & Snow, M. A. (1985). Foreign language learning in the elementary schools: A comparison of three language programs. *The Modern Language Journal, 69*(1), 44-54.

Purpose: To compare the effectiveness of French immersion and French Foreign Languages in the Elementary School (FLES) programs in terms of student achievement in the four skill areas. (The complete study also involved partial Spanish immersion students.)

Program: French immersion and FLES programs in fifteen schools across the United States. The FLES students received French instruction for 45 minutes per day. All students had received four to seven years of French instruction.

Subjects: 83 FLES and 33 early total immersion grade 4 to 6 students.

Instruments: The Modern Language Association (MLA) Cooperative French Language Tests*; a student information and self-assessment form. Both the French tests and the self-assessment addressed French reading, writing, speaking and listening comprehension skills.

Procedures: The tests were administered by project staff in ten schools and by classroom teachers in the other five schools. Forty-two FLES students did not complete the writing test because it was judged to be too difficult. A random subsample of students completed the speaking test which was evaluated by fluent French speakers.

Results: The data analysis involved descriptive statistics. The immersion students generally outperformed the FLES students on the MLA French tests. However, there were large between-school differences, and a FLES class occasionally outperformed an immersion class. In addition, the standard deviations of the scores for both groups were very large and the differences between the groups were often small. Strong positive correlations were reported between the French immersion students' self-ratings and their scores on the listening comprehension, reading and writing tests, and between the FLES students' self-ratings and their scores on the listening comprehension test. However, no correlation coefficients were given in the results.

Conclusion: Immersion students generally performed better on the French tests than FLES students, but not in every case. The immersion students appeared to be better able to assess their French ability than the FLES students.

Carroll, J. B. (1975). *The Teaching of French as a Foreign Language in Eight Countries*. New York: John Wiley & Sons.

Purpose: To assess the French proficiency of students in eight countries and to examine the factors which affect the learning of French.

Program: French as a foreign language programs in eight countries.

Subjects: Approximately 30,000 FSL students were randomly selected for the study. All teachers in a chosen school were included in the study. The sample included: 1,529 students and 155 teachers from Chile; 2,824 students and 748 teachers from England (and Wales); 3,311 students and 203 teachers from the Netherlands; 2,196 students and 476 teachers from New Zealand; 4,543 students and 160 teachers from Romania; 1,816 students and 510 teachers from Scotland; 1,967 students and 316 teachers from Sweden; and 7,857 students and 460 teachers from the United States. Four populations of FSL students were included: Population I (10-year-olds); Population II (14-year-olds); Population IV (pre-university year students); and Population IVS (a subpopulation of Population IV who were specializing in French). All countries were not represented in each population.

Instruments: The International Association for the Evaluation of Educational Achievement (I.E.A.) Listening Comprehension, Reading Comprehension, Speaking, and Writing Tests of French as a Foreign Language*; the Word Knowledge Test designed for another I.E.A. study to measure general verbal ability; student and teacher general information questionnaires; and a student questionnaire addressing students' experience with, and interest in, French.

Procedure: The administration of the study was handled by a national center in each country, following explicit procedures set out by the I.E.A. headquarters. The test data were returned to the I.E.A. headquarters for analysis. The study, from the initial planning to the final analyses, spanned an eight-year period.

Results: Based on the pooled data from the eight countries, six main variables correlated significantly with French achievement scores: amount of instruction, the teacher's competence in French, more extensive use by students of the target language rather than their mother tongue in the classroom, student effort (measured by amount of homework), student aptitude for French (as indicated by their reported ease in French compared to other school subjects), and student motivation to learn French. A regression analysis indicated that amount of instruction made the highest contribution to student achievement. T-tests indicated that all six variables were significantly related to achievement. The results were generally quite similar for all countries. T-tests also indicated that, given the same amount of French

instruction, older students tended to perform at a level equal to or significantly better than younger students.

Conclusion: Amount of instruction time was the single most significant factor related to student achievement in French. Other factors such as the teacher's French competence, students' use of French in the classroom, and student motivation were also related to achievement. Older students tended to outperform younger students who had studied French for an equal period of time.

Clément, R., Gardner, R. C. & Smythe, P. C. (1977). Inter-ethnic contact: Attitudinal consequences. *Canadian Journal of Behavioural Science, 9*(3), 205-215.

Purpose: To study the effect of frequency of contact with French speakers on core French students' attitudes toward these speakers, their language and their culture.

Program: A grade 8 core French program in public schools in London, Ontario.

Subjects: 379 grade 8 students from ten schools. An experimental group of 181 students participated in a voluntary two-week excursion to Quebec City, while a control group of 198 students did not participate in the excursion. Both groups of students came from the same classes and participated in the excursion on a voluntary basis.

Instruments: The Attitudes and Motivation Test Battery* (Gardner et al., 1974a).

Procedures: The attitudes and motivation battery was administered to both groups two weeks before the excursion (pre-test) and four weeks after the excursion (post-test). The experimental group was divided into two subgroups: a "Lo contact" group (who did not interact much in French in Quebec) and a "Hi contact" group (who interacted "a little" or "very much" in French in Quebec).

Results: Scheffe tests and analyses of covariance, using initial attitude scores as covariates, indicated that, after the excursion, both the Hi and Lo contact experimental groups had significantly more positive attitudes toward French Canadians and toward learning French than the control group. There were no significant differences between the groups in attitudes toward the French class or the French teacher, and in the amount of anxiety students experienced in French class. After controlling for initial attitudes, analyses of covariance indicated that the Hi contact group's attitudes toward the French Canadians and the value of French improved significantly more between the pre-test and post-test than those of the Lo contact group.

Conclusion: A short excursion to Quebec City was positively related to attitudes toward French Canadians and learning French. This was particularly true for students who used French more frequently during the excursion. Attitudes toward the French class and the French teacher were relatively unrelated to participation in the excursion.

Comeau, M., Arsenault, R.-H. & Emard, R. (1980). Rapport sur les résultats d'une analyse de la perception des besoins relatifs à l'apprentissage du français langue seconde, chez les élèves non-francophones des écoles secondaires du Québec. Québec: Ministère de l'Education.

Objectif: Analyser la perception des besoins en français langue seconde (FLS) au niveau secondaire.

Programme: Un programme de FLS au niveau secondaire au Québec.

Sujets: Parents, enseignants, principaux et administrateurs: 361 sujets en tout. Les élèves eux-mêmes n'ont pas été inclus dans l'étude.

Instruments: Deux questionnaires de cent questions développés pour cette étude, chacun adressant les capacités actuelles des élèves et l'importance des habilités à acquérir en français.

Résultats: Les corrélations entre les réponses des divers groupes ont produit une concordance de $r = .85$. Des analyses statistiques descriptives ont démontré que dans chaque cas les capacités actuelles des élèves étaient plus basses que les habilités désirées. Les réponses aux questionnaires ont indiqué que les parents exigent plus que les enseignants. Savoir parler était l'habilité jugée la plus importante tandis que savoir lire était l'habilité jugée la moins importante. Les élèves n'ont pas été jugés aptes à vivre et à travailler en français et ne participaient pas à la culture québécoise. Les aspects de langage jugés les plus importants pour les élèves étaient au plan utilitaire et communicatif.

Conclusion: Les réponses aux questionnaires suggéraient un manque de concordance entre les capacités actuelles et les habilités désirées des élèves en français. Les répondants considéraient savoir parler comme l'habilité la plus importante.

Comeau, M., Arsenault, R.-H. & Emard, R. (1981). Rapport d'un sondage auprès d'éleves non-francophones du secondaire sur leurs intérêts relatifs à l'apprentissage du français. Québec: Ministère de l'Education.

Objectif: Faire un inventaire des intérêts des élèves non-francophones de niveau secondaire au Québec.

Programme: Le programme de français langue seconde (FLS) de secondaire I à IV (7e à 10e année)

Sujets: 233 élèves du programme de FLS aux niveaux secondaire I, III et IV, soit 1% de la population totale d'élèves à ces niveaux.

Instruments: Un questionnaire développé à l'intention des élèves à propos de leurs intérêts.

Résultats: L'analyse a consisté en un classement des réponses par ordre de préférence. Ce qui était plus important pour les élèves avait trait à la vie scolaire et professionelle. Ce qui les intéressait moins avait trait à la vie intellectuelle. Les élèves s'intéressaient plus aux niveaux utilitaire, culturel, et ludique de la langue et à l'expression orale.

Conclusion: Les élèves s'intéressaient surtout aux aspects pragmatiques de la langue et à l'expression orale. Cependant, puisque l'écart type entre les réponses des élèves était si élevé, les résultats obtenus ne peuvent indiquer avec précision les préférences des élèves.

Cooke, D. (1974). *The Role of Explanation in Foreign Language Instruction.* Unpublished doctoral dissertation, The University of Essex.

Purpose: To investigate the effects of the presence and type of explanation in core French classes at an intermediate level.

Program: A grade 7 core French program in Toronto. The students were in their second year of French and used the Ici On Parle Français textbook.

Subjects: 272 grade 7 students from twelve classes in one junior high school. The classes were randomly assigned to one of four types of groups, with 63 to 72 students per group. The *Practice* group (the control group) received no explanations, merely practised; the *Translation*

group received translations of lexical items which embodied certain principles; the *Induction* group received questions and instructions to aid the discovery of principles; and the *Deduction* group received explanations in words about certain principles.

Instruments: A pre-training questionnaire tapping students' opinion of various teaching strategies; school grades; the Pimsleur Language Aptitude Battery*; four tests developed especially for this study: a *Picture-sets* test, in which students matched one of a set of four pictures to an orally presented sentence, an *Instructions* test in which students matched a pronoun in a tape-recorded sentence to its noun, a *Conversations* test, in which students chose the correct follow-up sentence in a tape-recorded dialogue, and an *Interpreting* task, in which students chose the correct English explanation of a tape-recorded French sentence; and a questionnaire assessing students' use of learning strategies and their attitudes towards the experiment.

Procedure: The aptitude test was administered during the pre-test phase and scores on this test were used to divide the groups into high and low aptitude groups; the other tests were administered in the post-test phase. The *Picture-sets* test was administered during both phases. The training sessions included seven to nine lesson-units for each of the four types of groups and ran for approximately two months (May and June).

Results: Analyses of variance indicated that the *Translation* group significantly outperformed the other three groups on the *Picture-sets* post-test. There were no significant differences between the four groups on the other three post-tests. The high aptitude group significantly outperformed the low aptitude group, but there was some interaction between aptitude and group membership. The *Translation* treatment was the most effective for high aptitude students, while the *Practice* treatment was the most effective for low aptitude students. The girls significantly outperformed the boys on all four post-tests and there was no interaction between sex and treatment. There were also significant class and teacher differences.

Conclusion: Training in *Induction* and *Deduction* had no effect on achievement, but some effect was shown for training in *Translation*. There was also some interaction between aptitude and treatment.

Crawford, P. & Brenner, L. (1972). *An Evaluation of the French Program in North York at the Grade 6 Level.* Toronto: The North York Board of Education.

Purpose: To evaluate whether the objectives of the North York Board of Education's core French program were being met.

Program: A grade 6 core French program in the North York Board of Education. Grade 6 is the first year in which the core French program is offered. The program's aims were to teach the four traditional language skills, to teach French culture, to improve attitudes toward French Canadians, and to create favourable attitudes toward learning French.

Subjects: 35 grade 6 core French classes (approximately 925 students). The students selected were those attending the first morning class of each of 35 itinerant core French teachers.

Instruments: The instruments were constructed specifically for this study. A student attitude questionnaire based on one developed by the London Board of Education; a tape-recorded French listening comprehension test; and a structured oral interview in French which involved four 10 to 15 minute sessions.

Procedure: The attitude questionnaire was administered as a pre-test in October and as a post-test in May. The achievement tests were administered once in May. The oral interview and listening comprehension tests were administered by the students' own French teachers within a one-week period. The oral interviews were conducted with a random subsample of 194 students. Student performance objectives were established prior to testing.

Results: Mean scores and percentages indicated that student listening comprehension was generally below the expected level while oral production was above the expected level. Attitudes toward French Canadians were generally positive and remained stable over the year. Attitudes toward learning French, while also generally positive, declined slightly over the year. One-way analyses of variance showed that those who scored higher on the achievement tests were those most interested in speaking, reading, and writing French well. Those who reported that they worked more or equally diligently in French as they did in their other courses performed better on the listening comprehension test, but not in the oral interview. There were no significant differences in achievement between students who enjoyed French and those who did not, although there was a tendency for students who disliked French to do more poorly.

Conclusion: Students reached expected levels in French oral proficiency, but not in French listening comprehension. While not always significant, there appeared to be a positive relationship between attitudes towards French and performance on the French tests.

Crawford, P. & Brenner, L. (1973). *An Evaluation of the French Program at the Grade 7 Level.* Toronto: The North York Board of Education.

Purpose: To evaluate whether the objectives of the grade 7 core French program in the North York Board of Education were being met.

Program: A grade 7 core French program in the North York Board of Education. See Crawford & Brenner (1972) for details of the program.

Subjects: 27 grade 7 core French classes from 27 junior high schools (approximately 725 students), and 25 grade 7 core French teachers who completed a teacher questionnaire. The first grade 7 core French class taught on a given morning was selected.

Instruments: The instruments were constructed specifically for this study. A student attitude questionnaire assessing attitudes toward French Canadians and learning French; a multiple choice test assessing students' French aural discrimination, vocabulary, listening comprehension, reading and writing skills; and a structured oral interview in French. There was also a teacher questionnaire concerning the teaching of culture and a student questionnaire asking students what they had learned about French culture.

Procedure: The attitude questionnaire was administered in both October and May. The achievement tests, and teacher and student questionnaires were administered in May. The students' own French teachers administered all tests. Another French teacher evaluated the students' oral performance during the oral interview. A workshop and scoring practice sessions were held prior to the administration of the tests. The oral interviews were conducted with a subsample of approximately 180 randomly selected students.

Results: The data analysis involved descriptive statistics (mean scores and percentages). Oral proficiency scores were generally low. Students tended to perform better and to better meet the performance objectives on tests of aural discrimination, reading and vocabulary. The students' attitudes toward the French language, French people and French as a subject remained stable over the year. The first two were generally positive, while the last was neutral. Student attitudes had not changed since the end of Grade 6. Teachers expressed the need to teach culture but stated that they lacked the material and time to do so. About half the students felt that they had learned little about French culture and a similar number did

not know whether knowledge of French-speaking people was important.

Conclusion: Students performed best in tests of French aural discrimination, reading and vocabulary and fell below expected levels in French listening comprehension, writing and speaking. Student attitudes tended to be stable and positive. The teaching of culture was regarded as problematic by the teachers.

Cziko, G. A. (1978). Differences in first- and second-language reading: The use of syntactic, semantic and discourse constraints. *The Canadian Modern Language Review, 34*(3), 473-489.

Purpose: To compare the use of syntactic, semantic and discourse constraints by readers of French as a first and second language.

Program: Grade 7 core French, late French immersion and early French immersion programs. Students in the core French program had received 30 to 45 minutes per day of French instruction since grade 1; the late immersion program began in grade 7 (70% of the curriculum was taught in French); and the early total immersion program began in kindergarten or grade 1.

Subjects: 24 students from each of the three programs along with 24 grade 7 native French speakers.

Instruments: Six texts -- two meaningful texts, two anomalous texts (conforming to the syntactic but not semantic constraints of French) and two random texts (conforming to neither the syntactic nor semantic constraints of French) -- were derived from two narrative passages. All six texts were punctuated as a series of sentences.

Procedure: Each student read all the texts, three aloud and three silently, and was timed. Students were told to read the texts as quickly as possible. The order in which the texts were read, and whether the student began by reading aloud or silently, was counterbalanced for each group.

Results: Analyses of variance indicated that the core French students read significantly slower than students in the other three groups. All groups read the anomalous texts significantly faster than the random texts. Only the early immersion students and native French speakers read the meaningful texts significantly faster than the anomalous texts.

Conclusion: While all groups made use of syntactic constraints as demonstrated by their significantly more rapid reading of anomalous versus random texts, only the immersion stu-

dents and native French speakers appeared to take advantage of semantic constraints, as demonstrated by their significantly more rapid reading of meaningful versus anomalous texts.

Cziko, G. A., Holobow, N. E., Lambert, W. E. & Tucker, G. R. (1977). *A Comparison of Three Elementary School Alternatives for Learning French: Children at Grades Five and Six.* ERIC ED 150 885.

Purpose: To compare the French language ability and attitudes of students in the core French program and students in optional immersion and early bilingual programs.

Program: Grade 5 and 6 core French, immersion and bilingual programs in the South Shore Protestant Regional School Board, Quebec. The immersion program began at the grade 4 level and was followed by FSL and one course subject taught through French in the following years. The bilingual program involved instruction totally in French from kindergarten to grade 2 and roughly half that time thereafter. The core French program involved 40 to 50 minutes per day of French instruction, beginning in grade 1.

Subjects: 22 grade 5 and 24 grade 6 core French students; 41 grade 5 and 13 grade 6 immersion students; 36 grade 5 and 33 grade 6 bilingual students; and 34 grade 5 and 38 grade 6 francophone students from French schools.

Instruments: The Raven's Progressive Matrices (Sets B, C, and D): a test of non-verbal intelligence; the Test de lecture "California,"*; a French cloze test developed for this study in which contextually appropriate answers were accepted; a French listening comprehension test developed by the Research Group of the Instructional Services Department of the Protestant School Board of Greater Montreal, which consisted of a tape-recorded story followed by multiple choice questions; a written composition in French based on a film strip; a French speaking test involving the role play of a salesperson attempting to sell something to a reluctant customer; and a questionnaire concerning attitudes toward various ethnolinguistic groups.

Results: Analyses of variance indicated that there were no significant differences in non-verbal intelligence between the three non-francophone groups, at both grade levels. *At the grade 5 level*: There were no significant differences between the French achievement of the core French students and that of students who had begun immersion in grade 4, except on the reading comprehension test, where the immersion students significantly outperformed the core French students. The French achievement of the bilingual and French groups was almost always significantly superior to that of the immersion and core French groups. The core French and immersion students' views of French Canadians were significantly less favourable than those of the bilingual students. The immersion group's attitudes toward French

Canadians were somewhat more favourable than those of the core French students. *At the grade 6 level*: The immersion students scored significantly higher than the core French students on all but the vocabulary and listening comprehension tests. The bilingual students generally performed significantly better than the immersion students on all French tests. The immersion and bilingual students generally had significantly more favourable attitudes toward French Canadians than the core French students.

Conclusion: Although there was little difference between the French ability of the immersion and core French students in grade 5, the students who had begun immersion in grade 4 performed consistently better than the core French students in grade 6. The immersion and bilingual program students generally had more positive attitudes toward French Canadians than the core French students in both grades 5 and 6.

Cziko, G. A. & Lambert, W. E. (1976). A French-English school exchange program: Feasibility and effects on attitudes and motivation. *The Canadian Modern Language Review, 32*(3), 236-242.

Purpose: To assess the feasibility and attitudinal consequences of a novel student exchange program.

Program: An exchange program between students from an English and a French high school in Montreal. Every seventh day, half of the participating students in each school switched places. While in the French school the anglophone students attended an ESL class (where they acted as resource persons) and a content course taught in French. The francophone students participated in a comparable program in the English school.

Subjects: 14 grade 7 anglophone students, 14 grade 7 francophone students, and a control group of anglophone students who did not participate in the exchange program but who were taught French by the teacher who taught the participating students.

Instruments: The Attitudes and Motivation Test Battery* (Gardner et al., 1974a).

Procedure: The attitudes and motivation battery was administered prior to the start of the exchange program and again at the end of the school year. The exchange program ran from January to May.

Results: Analyses of variance indicated that, among the participating anglophone students, there was a significant decrease in attitudes toward European French and French Canadian people, and in motivation to learn French. Both anglophone and francophone

students who reported less participation in activities in their second language showed the greatest decrease in attitudes, while students who reported greater participation in these activities showed little change in attitudes. The students' evaluation of the program was not very favourable, but they did recommend that the program be continued for the grade 7 students the following year.

Conclusion: Although there was a decrease in student attitudes at the end of the exchange, this appeared to result from students who did not actively participate in classroom activities in the host school and who probably did not want to be involved in the program. Thus, this type of exchange would perhaps more effectively be limited to those who want to participate.

Deshaies, D. & Hamers, J. F. (1981). Contacts inter-ethniques: Leurs effets sur l'attitude et la motivation en langue seconde. *The Canadian Modern Language Review, 37*(2), 243-257.

Objectif: Cerner l'effet potentiel des échanges ou des excursions interlinguistiques sur les motivations par rapport à l'apprentissage de la langue seconde et les attitudes envers le groupe culturel qui parle cette langue.

Programme: Elèves francophones et anglophones de Montréal de niveau primaire (1e, 3e et 6e années) et secondaire (secondaire II et V -- 8e et 11e années). Les élèves ont participe à un programme d'échanges tels qu'une visite d'une demi-journée à l'aquarium, une journée de ski ou une excursion d'une journée à la ville de Québec.

Etude I: Effet de la participation

Sujets: 641 élèves de 6e année et de secondaire II, dont la moitié a participé aux excursions. La moitié des élèves provenait d'écoles anglaises et le reste d'écoles françaises.

Instruments: Une batterie de tests d'attitudes adaptée du Attitudes and Motivation Test Battery* (Gardner et al., 1974a).

Procédure: Les tests ont été administrés en classe après les excursions.

Résultats: Des analyses de variance (contrôlant les variables: âge, langue, participation et sexe) ont indiqué que la participation était reliée positivement à la motivation intégrative et à la motivation instrumentale, aux attitudes envers l'autre groupe culturel, aux attitudes envers l'apprentissage de la langue seconde et au degré de satisfaction ou au désir de participer aux excursions elles-mêmes. Par contre, la participation était reliée négativement aux at-

titudes envers les excursions interculturelles. Les filles étaient significativement plus motivées que les garçons, et les élèves plus jeunes étaient significativement plus motivés que les plus agés. Les filles et les plus agés étaient significativement plus satisfaits de leur participation aux excursions.

Conclusion: Les résultats ont indiqué que la participation aux excursions était reliée positivement aux attitudes et à la motivation des élèves.

Etude II: Effet des contacts informels

Sujets: 30 élèves de 6e année et 60 élèves de 1e et de 3e année du primaire provenant d'écoles jumelées (écoles dont la situation géographique favorise les contacts fréquents et informels avec des membres de l'autre groupe culturel). 102 élèves de 6e année et 220 élèves de 1e et de 3e année du primaire provenant d'écoles isolées (écoles relativement isolées des contacts inter-culturels).

Instruments: Voir Etude I.

Procédure: Les élèves de 1e et de 3e année n'ont pas participé à des activités d'échanges organisées, tandis que tous les élèves de 6e année (des écoles jumelées et isolées) y ont participé.

Résultats: Des analyses de variance ont indiqué que les élèves des écoles jumelées possédaient une motivation intégrative et instrumentale significativement plus favorable et des attitudes significativement plus positives envers les membres de l'autre groupe, leur propre groupe et envers l'apprentissage de la langue seconde que ceux des écoles isolées. En plus, les élèves de 6e année des écoles jumelées percevaient les échanges significativement plus favorablement que ceux des écoles isolées. En général, les élèves plus agés et les filles avaient des attitudes significativement plus favorables. Les professeurs avaient remarqué de façon claire que les élèves des écoles jumelées avaient acquis en dehors des cours plus de connaissances en langue seconde que ceux des écoles isolées.

Conclusion: Les résultats ont indiqué que les contacts informels avec les membres de l'autre groupe linguistique (élèves des écoles jumelées) étaient reliés positivement aux attitudes et à la motivation des élèves.

Etude III: Effet de la composition ethnique du groupe

Sujets: 46 élèves anglophones de 6e année et 55 élèves francophones de 6e année (trois classes chaque). Deux classes des deux groupes linguistiques ont participé à une activité avec

des groupes de la même langue (groupes non-mixtes) et une classe de chaque groupe a participé à une activité avec un groupe de l'autre langue (groupes mixtes). Ils ont tous participé à la même activité, une excursion de deux jours à la ville de Québec.

Instruments: Voir Etude I.

Procédure: Un pré-test et un post-test ont été administrés avec un intervalle de trois mois entre les deux administrations du test.

Résultats: Des analyses de covariance, utilisant les résultats au pré-test comme covariant, ont indiqué que la motivation intégrative était significativement plus élevée pour les groupes mixtes que pour les groupes non-mixtes. Cependant, il y avait une interaction entre le groupe linguistique et le mixage: les attitudes des groupes francophones non-mixtes étaient moins positives, tandis que celles des groupes anglophones non-mixtes et mixtes étaient plus positives. Des analyses de variance ont indiqué que, lors du post-test, les filles ont manifesté une motivation instrumentale significativement plus élevée que les garçons. Il n'y avait aucune différence parmi les groupes quant aux attitudes envers les membres de l'autre groupe et envers la langue seconde. Les groupes non-mixtes ont perçu l'activité significativement plus favorablement (se sont fait plus d'amis, l'ont trouvée plus utile, et avaient un plus grand désir de la refaire) que les groupes mixtes.

Conclusion: Les résultats ont indiqué qu'une composition ethnique mixte des groupes était reliée positivement à la motivation des élèves.

Duchastel, M. (1975). Attitude dans l'enseignement et dans l'apprentissage du français comme langue seconde: étude de corrélation. Mémoire de maîtrise inédit, l'Université de Montréal.

Objectif: Vérifier la validité de l'hypothèse d'une association entre l'attitude des élèves envers le français langue seconde (FLS) et plusieurs autres facteurs, tels que l'attitude des maîtres de français, l'orientation des élèves, leur aptitude et leur rendement en français.

Programme: Un programme de FLS en secondaire IV et V (10e et 11e années) à Mac-Donald Cartier Memorial High School, St. Hubert, Québec.

Sujets: 147 élèves provenant de quatre classes de secondaire IV et trois classes de secondaire V; et huit enseignants de FLS.

Instruments: La forme abrégée du Modern Language Aptitude Test*, y compris deux questionnaires d'attitudes envers le français; une échelle d'orientation envers le français; les

notes des cours de français de la deuxième étape de l'année scolaire; et un questionnaire d'attitudes destiné aux maîtres.

Procédure: La forme abregée du Modern Language Aptitude Test, l'échelle d'orientation envers le français et les questionnaires d'attitudes ont été remplis durant deux périodes consécutives de classe régulière. Le questionnaire d'attitudes a été complété par les enseignants en dehors des heures de classe.

Résultats: Les hypothèses suggérant une relation positive entre l'attitude des élèves et les variables suivantes: l'attitude du maître, l'orientation intégrative, l'orientation instrumentale, l'aptitude des élèves, et le rendement des élèves, ne furent pas confirmées par les indices de corrélation obtenus. Cependant, il y avait une corrélation positive entre l'attitude de l'élève et le fait que celui-ci parlait français à l'extérieur de sa classe de français, de même qu'entre le rendement de l'élève et son aptitude pour la langue.

Conclusion: Les résultats n'ont pas confirmé les hypothèses émises concernant une relation possible entre les attitudes des élèves et les autres variables examinées. Par contre, les attitudes des élèves étaient reliées à leur emploi du français en dehors de la classe.

Durward, M. L. (1983). *Articulation, Attitude and Achievement: A Study of the Elementary and Secondary French Second Language Programs.* Unpublished doctoral dissertation, Simon Fraser University.

Purpose: To examine the effect of the elementary core French program on students' attitudes, achievement and enrolment in the secondary core French program.

Program: An elementary core French program which begins in either grade 6 or 7, and in which French is usually taught by the regular classroom teacher. A secondary FSL program which is compulsory in grade 8, but optional from grade 9 on. Both programs are in North Vancouver, B.C..

Subjects: For the pilot year study: 152 grade 9 FSL students and 41 grade 9 students who had dropped French. For the main study: 252 grade 9 FSL students from eight randomly selected classes from four high schools. For the grade 6 follow-up study: 54 grade 9 students who had begun studying French in grade 6 or 7, some of whom were enrolled in French and some of whom were not.

Instruments: The B.C. French Comprehension Test* (for grades 6 and 7); the Test de classement, français langue seconde* (for grade 9); the B.C. French Study Intermediate Stu-

dent Attitude Scale* (for grades 6 to 9); a student questionnaire assessing students' opinions of the French program, their reasons for continuing or dropping French and their plans to continue studying French.

Procedure: The study involved three parts: a one-year pilot study of grade 9 FSL students and students who had dropped French in grade 9; a main study of grade 9 FSL students; and a follow-up study of students who had begun studying French in grade 6 or 7 and were now in grade 9 (54 of the original 107 students were located).

Results: *Grade 9 pilot study results*: T-tests indicated that students who had continued to study French in grade 9 had significantly more positive attitudes toward the French language and culture than those who had dropped French in grade 9. *Grade 9 main study results*: There was a significant correlation between students' attitudes toward French and their achievement in grade 9. Grade 9 students who had continued to study French had more positive attitudes toward French than those who had dropped French. The following responses to the student questionnaire involved descriptive statistics. Students' main reason for dropping French was that it was too difficult. Students' main reason for continuing to study French was because of a university entrance language requirement. Nevertheless, one third of the students who did not plan to continue on to university were enrolled in French in grade 9. Other reasons for continuing in French were a desire to learn another language and an enjoyment of French. Half the grade 9 students planned to continue studying French until grade 12. *Grade 6 follow-up study results*: Students' attitudes toward French in grade 6 were significantly correlated with their attitudes toward French in grade 9. Students' achievement in grade 6 was significantly correlated with their attitudes toward French and their decision to stay in the French program in grade 9. Chi-square tests indicated that students had had more positive attitudes toward the French program in grade 6 than they had in grade 9. Students who had begun French in grade 6 found the high school FSL program less difficult than those who had begun French in grade 7.

Conclusion: Students who had more positive attitudes toward French in both grades 6 and 9 were more likely to continue studying French in grade 9. Students' achievement in both grades 6 and 9 was positively related to their attitudes toward French. Students' main reason for continuing to study French in grade 9 was in order to fulfill a university entrance requirement, while their main reason for dropping French was that it was too difficult.

Feeney, J. D. & Patnaik, D. (1973). *A Cross-Sectional Analysis of the Development of Aural Facility in the French Language of English Speaking Children from Two Different Age-Level Groups*. Toronto: Research Department, The Metropolitan Separate School Board.

Purpose: To develop a suitable evaluation instrument to monitor core French programs and to examine the effect of age on aural French facility.

Program: Grade 1 to 8 core French programs. The programs began in either grade 1 or grade 5 so that by grade 4 or grade 8, the students would have had four years of French instruction. The students received approximately 30 minutes per day of French instruction, following the audio-lingual method.

Subjects: Approximately 350 core French students from each of grades 1 to 8 (2,700 in total). The students came from a variety of socio-economic and ethnic backgrounds.

Instruments: The Metropolitan Separate School Board Oral French Test (*aural discrimination* and *aural comprehension* subtests). The *aural discrimination* subtest assesses the students' ability to distinguish between pairs of sounds in French. The *aural comprehension* subtest assesses the students' ability to comprehend structures in French. There are four levels which correspond to the number of years of French study: Level I is for grades 1 or 5; Level II, grades 2 or 6; Level III, grades 3 or 7; and Level IV, grades 4 or 8 (depending on when the French program began).

Procedure: Students who had received the same number of years of French instruction, but who were four grades apart were compared (e.g. grades 1 and 5; grades 2 and 6; grades 3 and 7; and grades 4 and 8). The test had been previously pilot-tested and revised.

Results: Kuder-Richardson reliabilities indicated that the *aural discrimination* and *aural comprehension* subtests have high internal consistency. T-tests indicated that students in the higher grade, in each pair of grades matched for length of French instruction, performed significantly better on both the *aural discrimination* and *aural comprehension* subtests.

Conclusion: The test appeared to be a valid instrument to assess aural French facility among core French students. Older students, who had received the same number of years of French instruction as the younger students, performed significantly better on both subtests.

Ferguson, H. (1977). *A Study of the Effect of French Language Instruction on Student Attitudes and Motivation and on General School Achievement in the Elementary School.* Unpublished master's thesis, Simon Fraser University.

Purpose: To examine whether student attitudes and opinions regarding French and French Canadians would change after one year of French instruction and to investigate whether the decrease in time devoted to mathematics and English language arts would affect student achievement in those subjects.

Program: A grade 6 and 7 core French program in British Columbia. Students received 20 minutes per day of French instruction.

Subjects: 32 grade 6 and 7 core French students from each of two years (1975-76 and 1976-77) and a comparison group of 37 grade 7 students who had not received any French instruction.

Instruments: The Canadian Tests of Basic Skills (CTBS); the B.C. French Study Student Attitude Scale*; and interviews with school principals.

Procedure: The CTBS was administered in May by the classroom teacher as part of a standardized testing program. The attitude questionnaire was administered in October and May of the same school year in a pre- and post-test.

Results: Core French students' attitudes toward French remained stable throughout the school year. Most core French students wanted to continue studying French. They also had generally positive attitudes toward studying other languages. The core French students' achievement scores on the CTBS were significantly higher than those of the students who had not received any French instruction. Nevertheless, since only three classes were involved and no baseline test scores were available, it is difficult to determine the cause of this difference in achievement scores.

Conclusion: The core French students had developed positive attitudes toward French and toward languages in general. They had not suffered any negative effects in general academic achievement, as measured by the CTBS.

Gardner, R. C., Kirby, D. M., Smythe, P. C., Dumas, G., Zelman, M. & Bramwell, J. R. (1974b). Bicultural excursion programs: Their effects on students' stereotypes, attitudes and motivation. *The Alberta Journal of Educational Research, 20*(3), 270-277.

Purpose: To determine the extent to which students' stereotypes, attitudes and motivation could be influenced by a bicultural excursion.

Program: A grade 8 core French program in London, Ontario. Students participated in a four-day excursion to Quebec City.

Subjects: 434 grade 8 core French students in the London public school system.

Instruments: A student questionnaire designed specifically for this study, which explored personal experiences concerning the trip, stereotype assessment and attitude assessment. Most of the scales were pilot versions of the Attitudes and Motivation Test Battery* (Gardner et al., 1974a).

Procedure: Two slightly different versions of the questionnaire were administered, one prior to the excursion and one following the excursion. A subsample of 211 students completed the post-test.

Results: T-tests indicated that although the students' attitudes toward their French program remained unchanged after the excursion, their appreciation of French Canadian culture increased significantly. In the post-test questionnaires, students exhibited significantly more favourable attitudes toward French Canadians and a significantly increased integrative motivation.

Conclusion: The short excursion was positively related to students' attitudes toward French Canadians and French Canadian culture, but student attitudes toward their French program remained unchanged after the excursion.

Gardner, R. C., Lalonde, R. N., Moorcroft, R. & Evers, F. T. (1985). *Second Language Attrition: The Role of Motivation and Use. Research Bulletin No. 638.* London, Ontario: Department of Psychology, The University of Western Ontario.

Purpose: To investigate second language attrition and the role that attitudes and motivation play in language attrition.

Program: A grade 12 core French program in London, Ontario.

Subjects: 119 grade 12 students from five different schools. They had received an average of seven years of French instruction. Only 98 of these subjects completed the post-test, 66 of whom were enrolled in French in grade 13 and 32 of whom were not.

Instruments: For the pre-test only: the Attitudes and Motivation Test Battery* (Gardner et al., 1979). For both the pre-test and post-test: a French word production test in which students named as many things as possible belonging to a particular category; a written French composition on the theme "summer"; a tape-recorded listening comprehension test; and a student self-assessment of French ability. For the post-test only: a report of French use during the summer.

Procedure: The students completed the pre-test during the last week of the grade 12 school year in June and the post-test at the beginning of grade 13, in the first week of September. The scoring took place after both test sessions were completed and the scorers did not know from which session the tests originated.

Results: T-tests indicated that there was little attrition in performance on the word production and composition tasks, but some attrition on the listening comprehension test. The student self-reports indicated much greater attrition than the tests, particularly in understanding and reading. Speaking skills remained relatively stable according to the self-reports. Correlations were calculated between measures of attitude, motivation and French language use, and change measures, representing the difference between the pre- and post-tests of French ability and both administrations of the self-assessments of French ability. The only significant correlations were between French language use and listening comprehension and between French language use and the student self-assessments. Nevertheless, all the correlations remained stable from the pre- to the post-test.

Conclusion: While the students reported attrition in their French ability over the

summer, the French tests did not show any significant losses. Change measures of language attrition were not significantly related to either attitudes, motivation or language use. Language use, on the other hand, was related to French listening comprehension and self-assessment measures.

Gardner, R. C., Smythe, P. C. & Brunet, G. R. (1977). Intensive second language study: Effects on attitudes, motivation and French achievement. *Language Learning, 27*(2), 243-261.

Purpose: To examine changes in students' attitudes, motivation and French achievement after an intensive French summer program.

Program: A voluntary, residential high school summer FSL program. The program permits participants to obtain credit for a one-year FSL course at the high school level. The course took place in Ontario and lasted five weeks. The program involved little contact with native French speakers, but the students were encouraged to use only French during the five-week period.

Subjects: 62 high school students: 56 girls and 6 boys. The students were divided into six classes at three levels: beginner, intermediate and advanced.

Instruments: The Attitudes and Motivation Test Battery* (Gardner et al., 1974a); a student self-rating of French reading, writing, speaking and listening comprehension skills; teacher ratings of students' oral skills and aural language development; and an oral proficiency test adapted from the speaking test of the National Foundation for Educational Research (NFER) French Tests*, which assesses the students' accuracy and fluency in spoken French.

Procedures: The attitudes and motivation battery and the oral proficiency test were administered as pre- and post-tests, prior to the first class and during the last week of the course. The oral tests were tape-recorded and evaluated at the end of the course by a native French speaker who knew neither when the test was administered nor the student's proficiency level. The self-ratings and the teacher ratings were completed once a week for the duration of the course.

Results: The initial attitudes assessed prior to the commencement of the course were high. Analyses of variance indicated that in their responses to the attitude questionnaire, the students were significantly more ethnocentric, less interested in foreign languages and less integratively motivated to learn French at the end of the course than they had been at the beginning. Nevertheless, their responses also showed that they had become less anxious in the

classroom, perceived French to be less difficult, were more motivated to learn French and made greater use of opportunities to speak French. The oral proficiency test scores increased significantly between the pre- and post-tests. However, students at the advanced level did not improve as much as students at the two other levels. The teacher ratings showed a gradual, significant increase throughout the course, although the advanced level students did not greatly improve. The student self-ratings also became significantly higher during the course.

Conclusion: At the end of the program students appeared less interested in foreign languages and other cultural groups. However, this may have been due to the students' initially high attitudes. The intensive, short-term French program had a considerable effect on students' French skills, particularly for beginner and intermediate level students. The oral proficiency scores of the advanced students may have improved less than those of the other students because they were not sufficiently challenged by the other students outside the classroom, because the indices of improvement did not adequately assess their ability, or because improvement at higher levels of proficiency is not as dramatic as at lower levels.

Genesee, F. (1976a). The role of intelligence in second language learning. *Language Learning, 26*(2), 267-280.

Purpose: To assess the role of intelligence in second language learning.

Program: Grade 4, 7 and 11 core French and French immersion programs in Montreal. The grade 4 immersion students had begun an early total French immersion program in kindergarten. The grade 7 immersion students had followed a regular core French program prior to grade 7 at which time they were enrolled in an 85% late French immersion program. The grade 11 immersion group had followed the same program as the grade 7 group, after which they had taken a number of courses taught in French. The core French program had begun in kindergarten.

Subjects: Core French: 70 grade 4, 51 grade 7, and 49 grade 11 students. Immersion: 54 grade 4 students; 57 grade 7 students from a school devoted exclusively to immersion and 58 grade 7 students from a regular high school; 57 grade 11 students currently taking at least one content course taught in French and 49 grade 11 students not presently enrolled in any of these courses. The sample included students with below-average, average and above-average IQs, in roughly equal proportions in each group. IQ scores were obtained using the Canadian Lorge-Thorndike Intelligence Test. The grade 11 groups did not include any below-average students. Most students were from middle-class backgrounds.

Instruments: The Canadian Lorge-Thorndike Intelligence Test; the Test de rendement

en français* (1976 version); the Test de rendement en mathématiques (1976 version); the Test de classement, français langue seconde* (grades 4 to 7); a grade 11 listening comprehension test developed for this study consisting of multiple choice questions based on a tape-recorded story; a modified version of the Test de lecture "California"* (grade 4); a grade 7 and 11 reading test consisting of stories from the children's French magazine Vidéopresse followed by multiple choice questions; and an individual, oral interview in French for a subsample of students at each grade level.

Procedure: All tests, except the oral interviews, were group-administered. Students' performances on the oral interviews were rated independently by two native French speakers, based on five criteria: listening comprehension, pronunciation, grammar, vocabulary and communicativeness. The raters were blind as to the students' IQ and group membership.

Results: Analyses of variance indicated that the immersion students scored significantly higher than the core French students on all French tests. The only exception was the Test de rendement en mathématiques at the grade 11 level, where there were no significant differences between groups. There were significant differences among the different IQ groups (the higher the IQ, the higher the test score) for most tests except the listening comprehension test at the grade 4 and 11 levels and the oral interviews, for which there were no significant differences. Nevertheless, there was no interaction between IQ and program.

Conclusion: While IQ was highly predictive of scores on the tests of academic language skills (reading, Test de rendement en français, Test de rendement en mathématiques) for both core French and immersion students, there was no consistent association between IQ and the measures of interpersonal communication skills (the listening comprehension test and the oral interviews).

Genesee, F. (1976b). *Comparative Evaluation of the Early French Immersion, Grade 7 French Immersion and F.S.L. Program at the Grade 7 Level: A Follow-Up Evaluation.* Montreal: Instructional Services Department, The Protestant School Board of Greater Montreal.

Purpose: To compare the French achievement of early French immersion and grade 7 (late) French immersion students. Core French students were used as a control group.

Program: The early immersion program began in kindergarten and was followed up with a 40% French post-immersion program in grade 7. The late immersion program provided 85% of instruction in French in grade 7, preceded by a core French program in grades 1 to 6. The core French program began in grade 1.

Subjects: 43 grade 7 early immersion, 45 grade 7 late immersion, and 39 grade 7 core French students.

Instruments: A modified version of the Test de lecture "California"*; the Test de rendement en français* (niveau 6); a Test d'écoute which involves multiple choice questions based on a French CBC news broadcast; an oral interview; and the Canadian Lorge-Thorndike Intelligence Test, which was used to determine the mean IQ of the three groups.

Procedure: All tests, except the oral interview, were group-administered. The oral interview was tape-recorded and each student's performance was later independently evaluated by two francophone raters on a scale of 1 to 5.

Results: The core French group's mean IQ of [illegible].33 was significantly lower than the IQ of both immersion groups which was approximately 115. Analyses of variance indicated that the early immersion students scored significantly higher on all French tests than the late immersion students. The late immersion students, in turn, scored significantly higher than the core French students on all tests except on the Test d'écoute, on which there were no significant differences.

Conclusion: The immersion students outperformed the core French students on all measures of French achievement except the Test d'écoute, on which the core French and late immersion students performed similarly. However, the core French students' lower IQ may have interacted with their performance on the French tests.

Genesee, F. (1978a). Second language learning and language attitudes. *Working Papers on Bilingualism*, 16, 19-41.

Purpose: To assess core French and immersion students' motivation for learning French, their perceived ability in the language, and their willingness to use French outside the classroom. This study was part of a larger evaluation of the French programs offered in the Protestant School Board of Greater Montreal.

Program: Grade 6 early total French immersion, grade 11 late French immersion follow-up and grade 6 and 11 core French programs in Montreal. The core French students received 20 to 30 minutes per day of French instruction from kindergarten through grade 6 and 45 minutes per day from grades 7 to 11. The late immersion program included a follow-up French program in the later grades, where the students could take a number of content courses in French.

Subjects: 65 grade 6 students from an early total immersion program; 65 grade 6 core French students; 51 grade 11 students from the immersion follow-up program who had taken six or more courses in French from grades 8 to 10; 35 grade 11 students from the immersion follow-up program who had taken five or fewer follow-up courses; and 52 grade 11 core French students. Approximately one-third of each sample scored above average, average and below average on the Canadian Lorge-Thorndike Intelligence Test. Thus, all groups were comparable in IQ.

Instruments: A student questionnaire which included questions dealing with the students' use of French, their feelings about speaking French, their motivations for learning French, and their perceptions of their French language competence.

Results: Analyses of variance indicated that the immersion students, at both grade levels, reported a greater sense of comfort and confidence in speaking French and a greater willingness to use French when the occasion arose than the core French students. Nevertheless, core French students reported that they were just as likely as the immersion students to actually initiate conversations in French or to seek out situations in which they could use French.

Conclusion: While the immersion students reported being more willing to use French outside of school, the core French students reported that they were just as likely to actually use French as the immersion students. The reported lack of confidence and willingness on the part of the core French students to use French may have been due to their self-reported weakness in French speaking skills.

Genesee, F. (1978b). Individual differences in second-language learning. *The Canadian Modern Language Review, 34*(3), 490-504.

Purpose: To explore the effect of individual differences in affective and social variables upon second-language learning.

Program: Early French immersion, late French immersion and core French programs in Montreal. The early immersion program began in kindergarten; the late immersion program began in grade 7; and the core French program began in kindergarten.

Subjects: 43 early immersion, 45 late immersion and 39 core French students in grade 7. Approximately half of each group was male and the other half female. The students came from predominantly middle-class backgrounds.

Instruments: *For the predictor variables*: the Group Embedded Figures Test; the Attitudes and Motivational Test Battery* (Gardner et al., 1974a); the Junior-Senior High School Personality Questionnaire, Form B; and a language use and background questionnaire. *For the criterion variables*: the Test de rendement en français* (niveau 6); the Test de lecture "California"*; a listening comprehension test which involved a French radio news broadcast with multiple choice questions; and an oral production test which consisted of an individual interview in French.

Procedure: The predictor variable tests were group-administered during class periods in February. The criterion variable tests were administered at the end of the school year.

Results: The early and late immersion students outperformed the core French students on all criterion measures. Regardless of program, students who were highly motivated and had positive attitudes toward French and French speakers performed better on the French tests. Multiple regression analyses indicated that reported use of French outside school was more predictive of achievement among the late immersion and core French students than among the early immersion students. Those students who reported using French more outside of the classroom (regardless of program) performed better on the tests of listening comprehension and oral production.

Conclusion: Positive attitudes and motivation toward learning French, along with reported use of French outside of the classroom, were associated with higher scores on the French listening comprehension and oral production tests for students in all three programs.

Genesee, F. (1981). A comparison of early and late second language learning. *Canadian Journal of Behavioural Science, 13*(2), 115-128.

Purpose: To compare the effectiveness of three types of French immersion programs. Core French students were used as a comparison group.

Program: An early total French immersion program; a one-year late French immersion program (grade 7); a two-year late French immersion program (grades 7 and 8); and a core French program. The core French students received French instruction for 20 to 30 minutes per day from kindergarten on. The immersion programs were followed up by a 40% French program (during grades 7 to 9 for the early immersion program and during grades 8 and 9 or only grade 9 for the late immersion).

Subjects: 102 early immersion students; 209 one-year late immersion students; 173 two-year late immersion students; and 119 core French students. The one-year late immersion

group was divided into a *centre* subgroup who were in a school which offered only grade 7 immersion and a *wing* subgroup who were in a school which also offered the regular English program with a core French component. Entire classes were selected for the study. The immersion and core French students did not differ in IQ.

Instruments: The Test de rendement en français*; the Tests de lecture* (for grades 7 and 8); the Test de compréhension de l'écrit* (for grade 9); a French dictation; a French composition (for grades 8 and 9); the Test de compréhension auditive*; and an oral production evaluation which assessed comprehension, pronunciation, grammar, vocabulary and communicativeness.

Procedure: The oral production evaluation was administered to a subsample of students from each group. The interviewers who conducted the evaluation were blind as to the students' group membership.

Results: Analyses of variance and Newman-Keuls Tests of Multiple Comparisons indicated that the immersion groups performed significantly better than the core French group on all French tests, at all grade levels, apart from the following exceptions. At the grade 8 level, there were no significant differences between the *centre* immersion and core French groups on the Test de compréhension auditive and the French composition, nor were there any significant differences between the *wing* immersion and core French groups on the Tests de lecture, the Test de compréhension auditive, and the communicativeness scale of the oral production evaluation.

Conclusion: While the immersion students generally outperformed the core French students, there were no differences between the scores of the one-year late immersion students and those of the core French students on a number of French tests.

Gliksman, L. Gardner, R. C. & Smythe, P. C. (1979). An investigation of the test-retest reliability of the subscales of the Modern Language Aptitude Test (MLAT). *The Canadian Modern Language Review, 34*(3), 490-504.

Purpose: To investigate the test-retest reliability of the short form of the Modern Language Aptitude Test using Canadian samples.

Program: Grades 7 to 11 core French programs in Southwestern Ontario.

Subjects: 200 grade 7, 73 grade 8, 121 grade 9, 110 grade 10, and 110 grade 11 core French students from ten schools.

Instruments: The short form of the Modern Language Aptitude Test*, which includes the *Spelling Clues*, *Words in Sentences* and *Paired Associates* subtests. The test was developed for use with native English-speaking students from grade 9 onward.

Procedure: The students were tested at the beginning of the school year and one year later, at the beginning of the next school year.

Results: Test-retest reliability coefficients were below acceptable levels for all subtests at the grade 7 and 8 levels and for all but the *Words in Sentences* subtest at the grade 9 level. The test-retest reliability coefficients reached acceptable levels for all subtests at the grade 10 and 11 levels.

Conclusion: The short form of the Modern Language Aptitude Test appeared more appropriate for grade 10 and 11 students than for the younger ones. The results emphasize the importance of using standardized tests for the populations for which they were developed (in this case, for students from grade 9 onward) and interpreting with caution results obtained for a different population.

Gliksman, L., Gardner, R. C. & Smythe, P. C. (1982). The role of the integrative motive on students' participation in the French classroom. *The Canadian Modern Language Review, 38*(4), 625-647.

Purpose: To investigate whether students who are more integratively motivated toward French are also "more outgoing, cooperative, actively participate in class" and view their FSL class time more positively.

Program: Grade 9, 10 and 11 core French programs in London, Ontario.

Subjects: 52 grade 9 students, 39 grade 10 students, and 58 grade 11 students. The students came from each of two intact classes at each grade level.

Instruments: The Attitudes and Motivation Test Battery* (Gardner et al., 1979); and a classroom observation component which measured students' response to questions in class: whether these responses were volunteered, elicited, correct or incorrect, and students' degree of interest in the class.

Procedures: The attitudes and motivation battery was administered during the first week of class. Each class was observed approximately once every two weeks (approximately six times in total) over a four-month period. Two blind observers (they did not know the students' test results) sat in on each class, each observing half the students. A number of

students were rated for their responses and interest by both observers for reliability purposes.

Results: A median split divided the students into those who were more integratively motivated and those who were less integratively motivated, based on their attitude and motivation test scores. Analyses of variance indicated that the more integratively motivated students volunteered significantly more answers in the core French class, were significantly more correct in their responses and appeared to be significantly more satisfied and rewarded by the teacher for their participation in class. There were no significant differences between the more or less integratively motivated students in the number of elicited answers. These patterns were evident throughout the course, suggesting a long-term relationship between integrative motivation and heightened participation in the core French class, as well as more positive attitudes toward, and interest in, the class.

Conclusion: Students who were more integratively motivated toward learning French participated more actively in the core French class and appeared to derive more satisfaction from their participation than less integratively motivated students.

Gray, V. (1986). A summary of the elementary school evaluation of the early French immersion program in Fredericton, N.B.. *The Canadian Modern Language Review, 42*(5), 940-951.

Purpose: To assess the linguistic and academic achievement of early French immersion students in Fredericton, N.B.. Core French students were used as a comparison group.

Program: An early total French immersion program which began in grade 1 and involved English language instruction for three hours per week, starting in grade 4; an elementary (grades 1 to 6) core French program; and an optional grade 12 core French program.

Subjects: 225 French immersion students; 250 elementary core French students; and high ability grade 12 core French students. The French immersion and elementary core French students were followed from grade 1 through grade 6. There were no differences between these two groups in IQ or socio-economic status.

Instruments: The Canadian Tests of Basic Skills; the Metropolitan Achievement Test; English and French vocabulary tests; tests which measured students' intuitive understanding of the rules of English and French word formation; a French listening comprehension test; and other unspecified tests of French and English ability.

Procedure: Comparisons were made between the French immersion and elementary core French students on tests of English and mathematics achievement, and between the French immersion and grade 12 core French students on tests of French ability. Students were tested

at the end of each school year.

Results: At any given grade level, from grades 1 to 6, there were no significant (however, no statistical information was presented) differences between the French immersion and elementary core French students in English vocabulary or word formation ability. In grades 1 to 4, the French immersion students scored lower than the core French students in English reading and on various subtests of the Canadian Tests of Basic Skills, but they had caught up to the core French students in all areas by grade 6. By the end of grade 3, the French immersion students were scoring at the level of the grade 12 core French Students in French vocabulary and word formation ability. By the end of grade 6, the immersion students had surpassed the grade 12 core French students in all aspects of French ability assessed in the study.

Conclusion: By grade 6, the French immersion students had outperformed the grade 12 core French students on all French tests. By grade 6, the French immersion students also performed as well as the core French students of the same grade level on all English tests, although initially they had lagged behind in certain areas of English achievement.

Hamayan, E., Genesee, F. & Tucker, G. R. (1977). Affective factors and language exposure in second language learning. *Language Learning, 27*(2), 225-241.

Purpose: To explore a constellation of personality and language exposure factors in association with learning French as a second language.

Program: Grade 7 core French and French immersion programs in Montreal, Quebec.

Subjects: A control group of 39 grade 7 core French students who began French instruction in kindergarten; 43 grade 7 early French immersion students in a program which extended from kindergarten to grade 7; and 45 grade 7 late French immersion students in a program which began in grade 7. The sample included primarily middle-class students and was evenly divided between males and females.

Instruments: The Junior-Senior High School Personality Questionnaire, Form B; a language background questionnaire (seeking information on English and French language exposure); the Test de rendement en français* (niveau 6); the Test de lecture "California"*; a listening comprehension test (a tape-recorded news broadcast followed by multiple choice questions); and an oral production test (individual oral interviews in French).

Procedures: The personality and language background questionnaires were group-

administered during regular class periods in February. Students' French proficiency was tested at the end of the school year. With the exception of the individually conducted oral interviews, all French proficiency tests were group-administered.

Results: Regression analyses indicated that the language background variable "frequency of French use with strangers" was highly predictive of core French students' scores on the Test de rendement and oral production test, but not predictive of the immersion students' scores. "High frequency of use of English with acquaintances" was associated with poor performance on the Test de rendement and the oral production test for both immersion and core French students. A "conformity" variable on the personality questionnaire was associated with high scores for the core French students. A high degree of shyness was associated with low scores for the immersion students, but not for the core French students. The immersion students outperformed the core French students on all French proficiency tests.

Conclusion: The variables examined in this study affected students in the core French and immersion programs differently. Exposure to the language outside the classroom appeared to be more related to core French students' French proficiency than to that of immersion students. Personality variables were differentially related to French proficiency for the core French and immersion students.

Hamers, J. F. (1984). L'évolution des attitudes envers la langue seconde et l'identité culturelle chez les jeunes Québécois francophones et anglophones. *The Canadian Modern Language Review, 41*(2), 283-307.

Objectif: Identifier les aspects des échanges inter-culturels qui influencent les attitudes envers la langue seconde, le groupe-cible qui parle cette langue et la motivation à apprendre cette langue.

Programme: Des programmes d'échange inter-culturels entre des élèves francophones et anglophones de diverses régions du Québec. Ils comprenaient des élèves de 5^{e} année et de secondaire III (9^{e} année). Il y avait trois types d'échanges: les échanges intra-régions entre des élèves anglophones et francophones de Montréal, les échanges inter-régions entre des élèves anglophones de Montréal et des élèves francophones de Rimouski, et les échanges indirects dans lesquels des élèves anglophones de Montréal et des élèves francophones de Rimouski exécutaient des activités communes sans qu'ils se rencontrent. Les échanges se sont effectués au cours d'un trimestre. Un groupe parmi chaque paire de groupes a choisi l'activité à laquelle ils ont participé.

Sujets: 439 élèves (24 classes). La moitié de l'échantillon comprenait des élèves de 5e année et l'autre moitié comprenait des élèves de secondaire III. La moitié des classes provenait des écoles francophones et l'autre moitié provenait des écoles anglophones.

Instruments: Une série de mesures d'attitudes et de motivations qui permettait de mesurer: la motivation intégrative, la motivation instrumentale, l'attitude envers l'autre groupe culturel, l'attitude à l'égard de l'apprentissage de la langue seconde et l'identité culturelle; et une évaluation de la personnalité des coparticipants et de l'échange lui-même.

Procédure: Les mesures d'attitudes et de motivations ont été administrées avant et après l'échange. L'évaluation de la personnalité des coparticipants et de l'échange s'est effectuée au post-test seulement.

Résultats: En général, les élèves ont exprimé une attitude positive envers la participation à l'échange avant qu'il commence. Des analyses de variance ont demontré que parmi les élèves qui avaient une attitude positive avant l'échange, les échanges inter-régions ont produit des résultats significativement plus favorables que les autres types d'échanges. Les trois types d'échanges ont bénéficié significativement moins les élèves provenant d'une région métropolitaine que les élèves provenant d'une région rurale. Cependant, puisque Montréal était la seule région métropolitaine inclue, ceci pourrait être une particularité de cette ville. Des analyses d'échelonnage multidimensionnel ont démontré qu'il y avait une stabilité de l'identité culturelle des élèves et une amélioration significative d'attitudes envers l'autre groupe culturel. Les échanges indirects ont influencé plus favorablement les attitudes des élèves du primaire que celles des élèves du secondaire.

Conclusion: En général, l'effet des échanges était positif. Cependant, certaines caractéristiques ont produit de meilleurs résultats en termes d'amélioration d'attitudes, telles que la coparticipation avec des membres de l'autre groupe et l'éloignement de sa propre région (échanges inter-région). Les échanges ont paru renforcer l'identité culturelle des élèves tout en rendant plus favorables les attitudes envers l'autre groupe culturel.

Hammer, P. (1975). *The Role of English-French Cognates in Listening and Reading Comprehension in the Learning of French as a Second Language*. Unpublished master's thesis, The University of Alberta.

Purpose: To determine whether or not training in the phonemic and spelling alterations influencing English-French cognates would improve students' French listening and reading comprehension.

Program: A grade 10 core French program in Edmonton, Alberta.

Subjects: 74 grade 10 core French students from three different classes taught by the same teacher.

Instruments: A quick-scoring English vocabulary test measuring knowledge of English word meanings; an oral cognate word recognition test in French; and a written cognate sentence recognition test in French. All tests were developed for this study.

Procedure: One class received no treatment; another was trained in the phonemic (oral) differences of English-French cognates; and a third was trained in the spelling alterations of English-French cognates. The training took place during a six-day period. The classroom teacher taught the cognate material and administered the tests, which were given as both a pre- and a post-test.

Results: Students who scored higher on the English vocabulary test tended to score higher on the French cognate tests. The two treatment groups improved significantly from the pre-test to the post-test, unlike the class which received no treatment. There were significant carry-over effects from written training to the oral cognate test, and from the oral training to the written cognate test. Students felt that knowledge of cognates could aid their French study.

Conclusion: The study of English-French cognates presented in both oral and written modalities was helpful in the learning of French.

Hanna, G., Smith, A. H., McLean, L. D., Stern, H. H. (1980). *Contact and Communication: An Evaluation of Bilingual Student Exchange Programs*. Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the bilingual exchange programs, operating under the Bilingual Exchange Secretariat, between FSL and ESL students from Ontario and Quebec. Only the results concerning FSL students are discussed here.

Program: Grade 7 to 12 high school students in FSL, French immersion or ESL programs in Ontario and Quebec participating in a two-week summer exchange program in the other province.

Subjects: Approximately 168 or 84% of the participating English-speaking students were from core French programs. Data were not obtained for all students on all instruments. The subjects' average age was 14 and most were between 13 and 15 years old. More girls than boys participated in the exchange program.

Instruments: The Attitudes and Motivation Test Battery* (Gardner et al., 1979); similarity judgements in which the students were asked to rate the extent to which English Canadians, French Canadians, their French teacher and themselves were similar to, or different from, Americans, the French (France) and the British; an open-ended interview concerning the students' attitudes toward the exchange and toward French Canadians; a general student questionnaire; follow-up interviews; the Foreign Service Institute Oral Interview (see the description for the New Brunswick Language Interview Program*); the Test de compréhension auditive* (niveau A); the OISE Intermediate Evaluation French Comprehension Test*; and a self-report of language gains. (The French-speaking students' English language ability was assessed with the Foreign Service Institute Oral Interview and the Test de compréhension auditive -- Commission scolaire de Tilly.)

Procedures: Each student was paired with a student from the other province on the basis of age, sex and similar interests and they stayed in each other's home for one week.

Results: The French tests and self-reports indicated that two-thirds of the English-speaking students were better able to speak and understand French after the exchange. Nevertheless, those students who had a high level of proficiency prior to the trip did not significantly improve. Paired students who were more evenly matched in language ability showed more language gains. There was little significant change in attitudes (Attitudes and

Motivation Test Battery and similarity judgements), although any change was positive. Thirty-one percent of the twinnings were rated as unsuccessful according to the English-speaking students. Unsuccessful twinning generally resulted in little language gain for either partner. Social and group activities involved the most inter-group communication. Results of the open-ended attitude interviews revealed that the students did not view the exchange in a wider political context (as assessed in the Attitudes and Motivation Test Battery), but were concerned with particular aspects of their experience: activities of the program, personal relations, their ability to cope with the language and differences in domestic habits.

Conclusion: The exchange program generally improved the students' French ability. Successful twinning with a student from the other province proved to be a key influence on the students' enjoyment of the exchange and on their language gains. When permited to freely express their views of the exchange, the students talked of particular events and persons and did not generalize about Francophones or French culture.

Harper, F. B. & Kieser, W. E. (1977). The validity of the Elementary Modern Language Aptitude Test for French language achievement in grades seven and eight. *The Canadian Modern Language Review, 34*(1), 23-26.

Purpose: To examine the usefulness of the Elementary Modern Language Aptitude Test as a measuring device for language aptitude for grade 7 and 8 core French students.

Program: Grade 7 and 8 core French programs following either an audio-lingual or a cognitive-active method in county schools in Ontario. The second program, developed by W. E. Kieser, involves communication in both English and French and covers both oral and written language, including formal grammar.

Subjects: 277 grade 7 students (144 boys and 133 girls), and 282 grade 8 students (145 boys and 137 girls). The majority of students came from small towns and many from farming families.

Instruments: The Modern Language Aptitude Test - Elementary (EMLAT)*; French school grades. The EMLAT was developed for use with native English-speaking students in grades 3 to 6.

Procedure: The EMLAT was administered in April or June, 1975.

Results: The EMLAT scores were highly correlated with the students' French grades for the entire year. This was true for students taught by both methods. A multiple regression

analysis indicated that the first two subtests of the EMLAT, *Hidden Words* and *Matching Words* subtests, were more predictive of French achievement as measured by school grades than the other two subtests (*Finding Rhymes* and *Number Learning*).

Conclusion: The EMLAT appeared to be valid for use with grade 7 and 8 core French students. Its ability to predict achievement (as measured by school grades) was quite high for students taught by two different methods.

Hartmann, N. J. & Feeney, J. D. (1977). *Learning Oral French: A Study of English-Speaking Elementary School Students*. Toronto: Research Department, The Metropolitan Separate School Board.

Purpose: To assess the relative impact of student and family characteristics and length of program exposure on French listening skills.

Program: Grades 4, 5 and 6 core French programs in the Metropolitan Separate School Board in Toronto. Students in these programs had received 20 minutes per day of French instruction since grade 1 in a program with an oral/aural emphasis.

Subjects: 734 grade 4, 5 and 6 core French students from ten randomly selected schools. One class per school for each grade was selected for a total of thirty classes.

Instruments: The Metropolitan Separate School Board Oral French Test (*aural discrimination* and *aural comprehension* subtests); the Canadian Tests of Basic Skills (mathematics, vocabulary and reading comprehension subtests) and the Modern Language Aptitude Test - Elementary* were both used to assess students' academic ability; a questionnaire assessing students' attitudes toward French; and a parent questionnaire concerning socio-economic status (SES), language background and attitudes.

Procedure: The tests were administered over six class sessions by the core French teachers.

Results: Stepwise multiple regression analyses indicated that students' scores on the *aural discrimination* subtest were related most strongly to their academic ability, while their scores on the *aural comprehension* subtest were related to family characteristics (SES, language background, and parental attitudes) and length of program exposure. The correlation between the two subtests was low and test scores varied significantly from school to school. Positive correlates of high scores on both oral subtests were: age, length of French studies, academic ability, language aptitude, and positive attitudes toward French and school. Stu-

dents whose parents were immigrants (mainly Italian) tended to score higher than anglophone students on the *aural comprehension* subtest. Positive attitudes were related to better French performance.

Conclusion: Students' performance on the French *aural comprehension* subtest was most strongly related to their length of program exposure and family characteristics. Performance on the *aural discrimination* subtest, however, was related most strongly to the students' academic ability. Age, language aptitude and attitudes were also positively related to French oral proficiency.

Heffernan, P. J. (1981). *A Study of the Reasons for Students' Continuing or Dropping FSL in the High Schools of the Port Au Port Roman Catholic School Board - Newfoundland.* Unpublished master's thesis, Simon Fraser University.

Purpose: To investigate the factors affecting the attrition rate in high school FSL classes in the Port au Port Roman Catholic School Board.

Program: An optional high school FSL program in Port au Port, Newfoundland. Students began studying French between kindergarten and grade 4. The French program is optional after grade 8.

Subjects: 385 grade 9, 10, and 11 students currently taking an FSL course and 90 students who had dropped French in the current year. Students came from four different schools in the district.

Instruments: A multiple choice questionnaire, designed for this study, which assessed students' reasons for dropping or continuing French studies. There were two versions of the questionnaire: one for those continuing to study French and one for those who had dropped French.

Procedure: The questionnaires were administered in late fall.

Results: Attitudinal-motivational factors most significantly influenced students' decisions to continue studying French. Although the majority of students were of French ancestry and lived in bilingual communities, many students did not consider French to be relevant in their lives. Students felt that not enough emphasis was placed on oral-aural skills and that the cultural aspects of the program were neglected in favour of the grammatical component.

Conclusion: It appeared that measures needed to be taken to enhance student motiva-

tion to study French, which was generally quite low. Students desired greater cultural and oral-aural emphases in the core French program.

Kormos, L. (1978). *Attitudes to Second Language Learning in an Exchange Program.* Unpublished master's thesis, McGill University.

Purpose: To determine the effects of a one-month exchange program on English and French Canadian students' attitudes toward the other linguistic community.

Program: French-English exchange programs in Quebec, Ontario and British Columbia.

Subjects: 316 French-speaking high school students from Quebec and 303 English-speaking high school students from Ontario and British Columbia.

Instruments: English and French versions of some subscales of the Attitudes and Motivation Test Battery* (Gardner et al., 1974a).

Procedure: The students were tested one to three times: immediately before the exchange, immediately after the exchange and/or seven months after the exchange.

Results: Participation in the exchange program was related to a small but significant positive increase in students' attitudes toward the other linguistic group immediately following the exchange, but not seven months later. Students involved in the Quebec-British Columbia exchange had the most positive attitudes toward learning the other language as well as the greatest desire to learn the language in comparison with the other groups.

Conclusion: Participation in a one-month exchange program was positively related to students' attitudes toward the other linguistic community, but the long-term attitudinal change tended to be minimal.

Krohn, L. (1982). *Elementary French-as-a-Second-Language Programs in the Northwest Territories: A Survey.* Unpublished master's thesis, Simon Fraser University.

Purpose: To evaluate the elementary core French programs in the Northwest Territories in terms of student attitudes and French achievement.

Program: Grade 6 core French programs in the Northwest Territories. The programs

involved 60 to 125 minutes of French instruction per week. The programs were optional in some schools and compulsory in others.

Subjects: 283 grade 6 students from eleven different schools. The subjects had received an average of four to seven years of French instruction.

Instruments: The Northwest Territories Student Questionnaire and Attitude Scale adapted from the B.C. French Study Intermediate Student Attitude Scale*; and the B.C. French Comprehension Test*.

Procedure: The student questionnaire and the French Comprehension Test were group-administered by the classroom teacher.

Results: The mean of the students' attitude scores was in the positive half of the scale and significantly more positive than that found in the B.C. French Study (see Shapson et al., 1978). Students' scores on the B.C. French Comprehension Test tended to be below average relative to the results of the B.C. French Study. Students' French scores tended to be higher in optional French programs than in compulsory cnes, although this difference did not reach statistical significance.

Conclusion: While the students in the Northwest Territories had more positive attitudes toward the study of French than students in British Columbia, they scored lower than the British Columbia students on the French Comprehension Test. There was a tendency for students' in an optional core French program to score higher on the French Comprehension Test than those for whom the core French program was compulsory.

Lalonde, R. N., Lee, P. A. & Gardner, R. C. (1985). *The Common View of the Good Language Learner: An Investigation of Teachers' Beliefs. Research Bulletin No. 625.* London, Ontario: Department of Psychology, The University of Western Ontario.

Purpose: To investigate teachers' perceptions of the successful second language learner.

Program: Core French programs in Ontario.

Subjects: 185 teachers who responded to a questionnaire mailed out to 300 teachers. The 300 teachers were randomly selected from a mailing list of 1,700 members of the Ontario Modern Language Teachers' Association.

Instruments: A teacher questionnaire comprising thirty bi-polar questions with seven

options each. The questionnaire assessed demographic information about the teachers (i.e. their sex, years of teaching experience and grades taught), teachers' preferred teaching methods, student personality characteristics and classroom behaviour teachers believed to be important for second language learning.

Results: T-tests indicated that there was no relationship between the personality characteristics teachers deemed important for second language learning and either the teacher demographic variables or teachers' preferred teaching methods. There was general agreement that the following characteristics describe the good second language learner: inquisitive, persevering, involved, meticulous, organized, active, flexible, sociable, assertive, imaginative and independent. University students in an introductory psychology class were administered the teacher questionnaire for comparison purposes. They listed all the descriptors cited by the teachers as characteristics of the generally "good learner". The teachers believed the following classroom behaviours described the good second language learner: actively vocalizing corrections, speaking out regardless of making mistakes, and focussing on getting an idea across in the second language.

Conclusion: There was a consensus among teachers about what personality characteristics and classroom behaviour are associated with good second language learners. The good second language learner was generally seen as a self-confident individual whose prime concern is communicating in the second language.

Lapkin, S. (1981). *Report to the Victoria County Board of Education on the 1980-81 Pilot Program in French as a Second Language.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the effect on French listening comprehension of increasing French instructional time from 20 to 40 minutes per day in Victoria County.

Program: A grade 4 core French program in the Victoria County Board of Education, Ontario. The regular program devoted 20 minutes per day to French instruction while the experimental program increased the daily time allotment to 40 minutes per day. The teachers' participation in the experimental program was voluntary.

Subjects: 52 grade 4 experimental program students (two classes) and 59 grade 4 regular program students (two classes).

Instruments: The Canadian Cognitive Abilities Test (used to establish the comparability of the two groups in terms of IQ); the I.E.A. French Listening Comprehension Test*

(Population I); and all subtests of the Canadian Tests of Basic Skills (CTBS).

Procedure: The listening comprehension test and the CTBS were administered as pre-tests in October and as post-tests in May.

Results: Analyses of variance indicated that there were no significant differences between the two groups in IQ or English skills, as assessed by the CTBS pre-test. Pre-test scores in French listening comprehension indicated that the two groups had comparable initial abilities. The experimental group performed significantly better than the regular group on the listening comprehension post-test, although both groups' scores improved. The post-test CTBS scores for the experimental group were significantly lower than those of the regular group. This was due to the spelling and capitalization subtests.

Conclusion: The 20-minute per day increase in French instruction significantly improved the students' French listening comprehension. The significantly lower scores of the experimental group on the spelling and capitalization subtests of the CTBS were interpreted as an initial interference due to the increase in French, which would not have any lasting influence.

Laurin, M., Turgeon, L. & Malenfant-Loiselle, L. (1979). Vérification des intérêts des enfants anglophones de 6 à 11 ans. Québec: Ministère de l'Education.

Objectif: Identifier les intérêts des élèves anglophones de 6 à 11 ans afin de définir clairement les objectifs à poursuivre dans le nouveau programme de français langue seconde du Ministère de l'Education du Québec au niveau élémentaire.

Programme: Le programme de français langue seconde au niveau élémentaire pour les enfants anglophones au Québec.

Sujets: Un à trois professeur(s) par commission scolaire dans presque toutes les régions du Québec. 193 professeurs ont été interviewés en tout. Les enfants eux-mêmes n'ont pas été interviewés.

Instruments: Un questionnaire portant sur les intérêts des élèves, particulièrement les activités auxquelles ils participent, leurs sujets et activités préférés, et la fréquence d'emploi de ces activités en classe.

Résultats: L'analyse des résultats a impliqué des analyses statistiques descriptives. Les résultats ci-dessous sont les opinions des professeurs, qui étaient généralement d'accord

sur les réponses. A l'école les enfants s'intéressent plus aux jeux à l'extérieur tandis qu'à la maison ils s'intéressent aux jeux à l'intérieur. La télévision a une très grande influence dans leur vie et ils aiment surtout les émissions de science fiction, les aventures et les "quiz shows". Ils s'intéressent aux animaux, aux sports, aux bandes dessinées et aux activités de bricolage. Un grand nombre d'élèves écoutent les nouvelles, la météo et la musique populaire à la radio. Ils ont peu d'intérêt pour les clubs tels que les "Brownies" et ne participent que peu à des cours dits culturels tels que la musique, le ballet et les sports. En classe de français, les élèves de 6 à 7 ans s'intéressent surtout aux chants, ceux de 8, 9 et 10 ans aux activités "classiques" telles que poser et répondre à des questions.

Conclusion: Il y a certains activités et thèmes qui, selon les professeurs, intéressent les enfants à tout âge, mais d'autres qui correspondent plus particulièrement aux intérêts des élèves d'un certain âge.

Manitoba Department of Education. (1981a). *Core French Pilot Project: Cognitive Skills Assessment.* Winnipeg: Bureau de l'Education Française, The Department of Education.

Purpose: To evaluate the effectiveness of a new core French program and to compare students' achievement in this new program with that of students in an existing "conversational" French program.

Program: Grade 4 core French and conversational French programs in Manitoba. The core French program begins in grade 4 and entails 40 minutes per day of French instruction for a total of 1200 hours by the end of grade 12. The conversational French program begins at various grade levels, depending upon location, and entails approximately 20 minutes per day of French instruction for a total of 600 to 700 hours by the end of grade 12. Additional resources (materials, a French consultant) and financial support were provided for the core French program. Students enrolled in the core French program may not be representative of the total population since school participation in the program was voluntary.

Subjects: 1341 grade 4 core French students and 637 grade 4 conversational French students. The core French group included all students participating in the experimental program. The conversational French group was matched with the core French group on school division, school size and class size. The total sample, regardless of program, was divided by locality (urban and rural subgroups) and accumulated hours of instruction (a *no French* subgroup which had received 50 hours or less of French instruction and a *some French* subgroup which had received more than 50 hours of French instruction).

Instruments: A locally constructed battery of tests assessing French speaking, listening

comprehension, reading, and writing skills. The speaking test involved three subtests: *sound production*, *oral production*, and *simple conversation*.

Procedures: The listening, reading and writing tests were group-administered by the students' French teachers. A subsample of the subjects received the individual speaking test (235 core French students and 220 conversational French students).

Results: Analyses of variance indicated that the core French students performed significantly better than the conversational French group on all subtests except the *sound production* speaking subtest. The *some French* subgroup performed significantly better than the *no French* subgroup on all tests except the *sound production* speaking subtest. The urban subgroup significantly outperformed the rural subgroup on the *oral production* and *simple conversation* speaking subtests and the listening comprehension test. There were no significant differences between the urban and rural students on the *sound production* speaking subtest, and the reading and writing tests. When locality and accumulated hours of instruction were controlled, the core French group continued to significantly outperform the conversational French group on all but the *sound production* speaking subtest.

Conclusion: Students in the pilot 40-minute-per-day core French program generally outperformed students in the 20-minute-per-day conversational French program, regardless of locality or accumulated hours of French.

Manitoba Department of Education. (1981b). *Core French Pilot Project: Affective/Connative Assessment.* Winnipeg: Bureau de l'Education Française, The Department of Education.

Purpose: To assess three groups of grade 4 students' attitudes toward various aspects of French culture and language.

Program: A grade 4 pilot core French program and a grade 4 conversational French program in Manitoba. Students in grade 4 who had not received any French instruction were also included in the study. See Manitoba Department of Education (1981a) for a description of the two French programs.

Subjects: 1,223 core French students; 368 conversational French students; and 154 students who had not received any French instruction.

Instruments: An attitude questionnaire, prepared for this study, concerning students' interest in French cultural activities in which they have participated or will participate, and

their attitudes toward learning and using French.

Procedures: The attitude questionnaire was administered in November.

Results: Analyses of variance indicated that the core French group was significantly more interested in French cultural activities and in learning and using French than the other two groups. All three groups reported actually using French outside the classroom significantly less often than was indicated by their reported willingness to use it. There were no significant differences between the three groups' desired level of French competence; they generally desired to achieve a level similar to their English competence.

Conclusion: The core French students' attitudes toward French culture, and toward learning and using French were more positive than those of the other two groups. However, since no baseline data were available, it is not clear whether these attitudinal differences were due to program factors or whether the core French students' attitudes were more positive initially.

Manitoba Department of Education. (1981c). *Core French Pilot Project: Implementation Assessment.* Winnipeg: Bureau de l'Education Française, The Department of Education.

Purpose: To assess the implementation of the Core French Pilot Project.

Program: A grade 4 pilot core French program in Manitoba. See Manitoba Department of Education (1981a) for a description of the program.

Subjects: 11 superintendents, 36 principals, 44 classroom teachers, and 31 core French teachers.

Instruments: A teacher questionnaire and telephone interviews with superintendents and principals concerning the implementation of the pilot core French program.

Results: The analysis involved descriptive statistics. There was general satisfaction with the implementation of the program and expectations were generally met. Most subjects felt that the pilot core French program was better than the existing conversational French program. Certain problems were raised with regard to timetabling, funding, staffing and the difficulties of teachers in rural areas.

Conclusion: There was overall general satisfaction with the implementation of the core French pilot project, but a few problems were discussed.

Marrin-McConnell, M. I. (1978). *Norm and Variation in Language: Implications for Second Language Teaching with Reference to the Teaching of French in Ontario.* Unpublished doctoral dissertation, The University of Toronto.

Purpose: To assess Ontario FSL teachers' attitudes toward norm and variation in the French language and their receptiveness to change in the established norm.

Program: The University of Toronto Faculty of Education FSL credit courses.

Subjects: 32 teachers enrolled at the Faculty of Education, the University of Toronto, in a summer program leading to a High School Specialist's Certificate in French. The subjects were roughly representative of the teaching population of Ontario, and included teachers with various years of teaching experience, of different ages, both males and females and both native and non-native speakers of French.

Instruments: Teacher judgements of tape-recorded French utterances designed to represent "the norm" as well as certain varieties of "not commonly taught" or non-standard French. The tape was recorded by a female native speaker of French from France with a neutral accent. The task involved three sections: an *Operation* section in which the subjects performed operations on stimulus sentences, such as changing the subject to the plural; an *Evaluation* section in which subjects judged stimulus sentences to be either "perfectly natural and normal", "wholly unnatural and abnormal", or "somewhere between" the two; and a *Preference* section in which the subjects chose one of two similar sentences as the preferred form.

Procedures: The experiment was conducted in the language laboratory of the Faculty of Education of the University of Toronto. The instructions were given in English to avoid influencing the data or causing misunderstandings.

Results: The data analysis involved descriptive statistics. The teachers' judgements did not vary according to their age, sex, years of teaching experience, and native or non-native speaker status. Approximately the same percentage of sentences were judged to be "perfectly natural and normal" as the percentage of standard sentences included in the task. Native speakers had fewer "somewhere between" responses, indicating stronger and firmer opinions about grammar and acceptability. Spoken "not commonly taught" or non-standard sentences were judged more acceptable than written non-standard sentences.

Conclusion: The teachers appeared to be generally unreceptive to non-standard French forms, particularly in the written modality.

Massey, D. A. (1984). Attitudes, motivation et comportement dans l'apprentissage du français langue seconde. Kingston: Faculté d'éducation, l'Université Queen.

Objectif: Examiner le rapport entre les attitudes et la motivation, et le comportement des élèves en classe.

Programme: Un Programme de français langue seconde (FLS) en 6e et 7e années en Ontario.

Sujets: 30 élèves de 6e et 7e années dans trois écoles dont l'une était une école urbaine, une autre de banlieue et la dernière rurale.

Instruments: The Attitudes and Motivation Test Battery* (Gardner et al., 1979); un enregistrement par magnétoscope des classes de français; des entrevues avec les élèves; et le Student Behaviour Observation System, une forme modifiée du système d'observation de Perkins (1964).

Procédure: Le test d'attitudes et de motivation a été administré en juin. L'année scolaire suivante, les classes ont été enregistrées en moyenne quatre fois pendant une période de quatre semaines commençant au mois de septembre. Durant les entrevues, on a presenté aux élèves l'enregistrement d'une session de leur cours et on leur a demandé leur opinion et leurs impressions à propos de l'apprentissage du français. Les élèves ont été divisés en groupes selon leur indice globale d'attitudes et de motivation.

Résultats: Une analyse de variance a démontré qu'il n'y avait pas de rapport entre l'indice d'attitudes et de motivation des élèves, leur comportement envers le travail et leurs attitudes envers les activités des leçons de français. Un test-t a démontré qu'il n'y avait pas non plus de rapport entre l'indice d'attitudes et de motivation des élèves et leurs opinions et impressions à l'égard des activités en classe, de leur propre comportement en classe ou de celui des autres élèves et du professeur.

Conclusion: Il n'y avait pas de rapport entre les attitudes et la motivation des élèves envers le français et leur comportement en classe. L'auteur suggère que lorsque les élèves sont jeunes et qu'ils participent à un cours obligatoire, l'indice d'attitudes et de motivation n'offre pas d'indication solide du comportement des élèves.

Massey, D. A. (1986). Variations in attitudes and motivation of adolescent learners of French as a second language. *The Canadian Modern Language Review*, *42*(3), 607-618.

Purpose: To examine the extent and nature of variations in adolescents' attitudes towards and motivation for learning French.

Program: Grade 6, 7 and 8 core French programs in Ontario. Students received French instruction for 40 minutes per day.

Subjects: 169 grade 6/7 and 7/8 students. One to three classes at each grade level were selected from urban, suburban and rural schools. All students had received French instruction for 20 minutes per day for at least three years prior to the study.

Instruments: The Attitudes and Motivation Test Battery* (Gardner et al., 1979).

Procedures: The attitudes and motivation battery was administered at the end of the grade 6 and 7 school years and then four weeks into the next school year, grade 7 or 8 respectively.

Results: The mean of the attitude and motivation scores for the rural group was more positive than that of the suburban group, which was, in turn, more positive than that of the urban group. The attitude scores became slightly more negative between the first and second administrations of the test, but the difference was not significant. There was less variation in the attitudes and motivation of the older students. Urban students' overall scores on the attitudinal battery correlated most positively with their motivation for learning French (interest in learning French and desire to integrate with French-speaking people), whereas rural and suburban students' overall scores correlated most positively with their attitudes towards the learning situation (or what goes on in the classroom). Scores were about mid-range according to the attitudes and motivation battery norms.

Conclusion: While students' attitude and motivation scores decreased over time, the difference was not significant. Urban students' overall attitude and motivation scores, which were the most negative of the three groups, were related mainly to their attitudes toward learning French in general and toward French-speaking people. Suburban and rural students' scores, the latter's being more positive, were related mainly to their specific French classes.

McEwen, N. Z. (1976). *An Exploratory Study of the Multidimensional Nature of Teacher-Student Verbal Interaction in Second Language Classrooms*. Unpublished doctoral dissertation, The University of Alberta.

Purpose: To examine the multi-dimensional nature of teacher-student verbal interaction in second language classrooms and relate these findings to measures of aptitude, attitude and achievement.

Program: A grade 10 core French program in Edmonton, Alberta, following an audio-visual program which used the text Voix et Images de France.

Subjects: 185 grade 10 students in eight different classes with two classes taught by each of four teachers.

Instruments: The Modern Language Aptitude Test*; selected attitude scales from the Attitudes and Motivation Test Battery* (Gardner et al., 1974a); three oral production tests developed specifically for the study: these were criterion-referenced tests designed to test the students' mastery of the material taught in the lessons under observation; and a "multi-dimensional category system" classroom observation instrument, called "The Second Language Category Scheme", developed for this study and based primarily on that of Flanders (1970). The system included the categories of *Verbal function* or affective interaction, *Content* of interactions, and *Thought* or cognitive interaction.

Procedures: The aptitude and attitude tests were administered before the classroom observation took place and the oral tests were administered subsequent to the observation. All teachers taught the same lessons from Voix et Images de France, which they had all used in their classes for at least five years. The teachers were also familiar with the Flanders observation scheme. The classes were observed for one half hour daily for a week. The observations took place from October to December, and were conducted by the investigator and a French teacher. Some of the categories were coded immediately in the classroom, while the rest were coded later from audio tapes. There was a total of 40 hours of observational data.

Results: The classroom observation indicated that the verbal interaction primarily involved a succession of dyadic interactions between the teacher and individual students. Among the student variables of aptitude, attitude and achievement (as measured by the three oral tests), aptitude and achievement were generally significantly correlated, while the other correlations were generally not significant. All three achievement tests correlated sig-

nificantly with one another. Aptitude did not generally correlate with the observational measures, while the attitude and achievement measures frequently did. Nevertheless, there was great variability within the sample, and a single class appeared to be largely responsible for the significant correlations. There were also many high negative correlations for other groups on the same comparisions, some of which reached significance.

Conclusion: The second language teaching and learning relationship appears to be too complex to be adequately described by this type of observational scheme.

McInnis, C. E. & Donoghue, E. E. (1976). *Research and Evaluation of Second Language Programs, Part II, Final Report 1974-1975*. Chapter 3. C. Toronto: The Ministry of Education, Ontario.

Purpose: To evaluate the *Francobus* program, an experiment in improving students' motivation for learning French.

Program: Grades 2 to 8 core French programs in the Carleton Roman Catholic Separate School Board. The students received French instruction for 40 minutes per day. The *Francobus*, a school bus decorated with large artistic murals, visited each school for two and a half non-consecutive days a year. The program aimed to improve student attitudes and motivation toward French through a French cultural and linguistic immersion. The *Francobus* staff led singing, game-playing, and arts and crafts activities in individual classes, and presented skits, puppet theatre, slides and movies to the entire school.

Subjects: Twelve randomly selected core French classes in each of grades 2 through 8: 176 grade 2 students, 246 grade 3 students, 276 grade 4 students, 271 grade 5 students, 258 grade 6 students, 331 grade 7 students, and 288 grade 8 students.

Instruments: A questionnaire assessing student attitudes toward French, developed from earlier versions of the Attitudes and Motivation Test Battery* (Gardner et al., 1974a); and student, teacher, and principal questionnaires surveying opinions of the *Francobus* program.

Procedure: All subjects received three *Francobus* visits. The subjects were divided into four groups. The first group was tested approximately two weeks prior to the first *Francobus* visit (pre-test) while the other three groups were not. All groups were post-tested three weeks after each of their first and second *Francobus* visits.

Results: Analyses of variance indicated that the attitudes of the grade 2 to 4 students

were significantly more positive in the post-test than in the pre-test, but that there were no significant differences in the grade 5 to 8 students' attitudes between the pre- and post-tests. Nonetheless, the students generally held favourable views toward the *Francobus* program, as did the teachers and principals.

Conclusion: Positive attitudinal changes were observed among the younger students (grades 2 to 4) but not the older students (grades 5 to 8). Students, teachers and principals had positive attitudes toward the *Francobus* program.

McInnis, C. E. & Porebski, O. R. (1985). Attitudinal changes as a result of the French animator program. *The Canadian Modern Language Review, 42*(1), 13-33.

Purpose: To evaluate the effect of a French animator program on student attitudes.

Program: A grade 2 to 6 core French animator program in the Protestant School Board of Greater Hull, Quebec. The program involved specially trained French animators who led students in informal French language activities outside the classroom. These activities included songs, plays, and games.

Subjects: 569 grade 2 and 3 students; 935 grade 4 to 6 students; 10 core French teachers; and 55 English teachers.

Instruments: A general opinion questionnaire adapted by Halpern et al. (1976) from the Attitudes and Motivation Test Battery* (Gardner et al., 1974a); the same Attitudes and Motivation Test Battery in its entirety; and a student questionnaire concerning attitudes toward the animator program.

Procedures: The students' attitudes were assessed once, six months after the commencement of the monitor program.

Results: The grade 2 and 3 students had more positive attitudes than students in grades 4 to 6 toward learning French, toward both English and French Canadians, and toward the animator program. Overall, attitudes toward the French language, French Canadians and the animator program were positive. Analyses of variance comparing the attitudes of students in the Ottawa and Carleton boards, who had not participated in the animator program, with those of students in the Hull board indicated that students in the Hull board had significantly more positive attitudes toward learning French and toward French Canadians than students in the other two boards.

Conclusion: After six months of participation in the French animator program, students' attitudes toward French, French Canadians and the animator program itself were positive. Nevertheless, it is not clear from the available data whether or not the animator program was responsible for the positive attitudes since no pre-test or baseline attitude scores were available.

McLean, L. D., Traub, R. E. & Gaudino, V. A. (1983). *Cultural Ambassadors: Monitors in Core-French Classes*. Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the effectiveness of the French Language Monitor Program in core French classes.

Program: Core French programs in Saskatchewan, Prince Edward Island, Nova Scotia, Manitoba and Ontario at the grade 5 to 8 level. The monitor program is a national program in which native French speakers lead small groups of students in informal, cultural and linguistic activities.

Subjects: 324 core French students from 65 classes in the five provinces. Half the sample (the monitor group) was served by monitors, while the other half (the control group) was not. The sample included 29 grade 5 classes, 8 grade 6 classes, 14 grade 7 classes and 14 grade 8 classes. Most students were in their first or second year of French instruction, which was offered for approximately 20 minutes per day.

Instruments: A student background questionnaire; an English interview concerning French class activities and attitudes toward French; an oral interview in French assessing students' oral French proficiency; the I.E.A. French Listening Comprehension Test*; and a classroom observation scheme, developed for this study, which assessed the language and nature of teacher-student interaction.

Procedure: The oral interviews lasted twenty minutes in total and were administered by five trained French teachers, one in each province. These teachers also conducted the classroom observation.

Results: Multivariate analyses of variance indicated that in general there were no significant differences between the monitor group and the control group in French listening comprehension and oral proficiency, and attitudes toward learning French. The monitor group showed significantly more positive attitudes toward, and significantly more knowledge of, French culture, they reported significantly more experiences in French, and they achieved a significantly higher quantity and quality of French language experience in the classroom (e.g.

cultural activities) than the control group. However, t-tests revealed no significant differences between the monitor group and the control group based on the classroom observation.

Conclusions: There were no significant differences between the monitor and control groups in French listening comprehension or oral proficiency, or in attitudes toward learning French. Nevertheless, participants in the monitor program had more positive attitudes toward French culture and received an enhanced quality and quantity of French language experience in the core French classroom.

Morrison, F., Walsh, M., Pawley, C. & Bonyun, R. (1979a). *French Proficiency of Grade 7 Core Students in Ottawa and Carleton Board Schools, Spring 1979. French Working Paper No. 124.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To assess the French proficiency of core French students in the Ottawa and Carleton Boards of Education.

Program: Grade 7 core French programs in the Ottawa and Carleton Boards of Education. Prior to the test sessions, students in the Ottawa board had received 930 hours of French instruction while those in the Carleton board had received 585 hours. The Ottawa program involved 40 minutes per day of French instruction (30 minutes in kindergarten) while the Carleton program involved 15 to 20 minutes per day from kindergarten to grade 5, and 40 minutes per day thereafter.

Subjects: 450 grade 7 students from five schools in the Ottawa board and 560 grade 7 students from six schools in the Carleton board. The students came from varying social class backgrounds and sizes and types of schools.

Instruments: The I.E.A. French Listening Comprehension and Speaking Tests* (Population II); the Pimsleur French Speaking Test*, Form C (vocabulary section); the Ottawa Board of Education French Speaking Test, in which students must respond in complete French sentences to ten questions; and the Henmon-Nelson Test of Mental Ability (used to assess scholastic aptitude).

Procedure: The listening comprehension and scholastic aptitude tests, were group-administered. The three speaking tests were administered individually by two trained francophone testers. The same two testers scored the tests following a practice session. The speaking tests were administered to a random subsample of students from each board, 69 from the Ottawa board and 91 from the Carleton board.

Results: T-tests indicated that there were no significant differences between the boards in scholastic aptitude scores. Students in the Ottawa board performed significantly better on the listening comprehension test and on the combined speaking tests than the Carleton board students. The girls performed significantly better than the boys, regardless of board membership. There was little correlation between French proficiency and scholastic aptitude scores.

Conclusion: The total amount of time spent in French class was significantly related to achievement in French listening comprehension and speaking ability, but there was little relationship between scholastic aptitude and these French proficiency measures. Girls performed better in French than boys, even when they had received less French instruction.

Morrison, F., Walsh, M., Pawley, C. & Bonyun, R. (1979b). *French Proficiency of Grade 5 CEL and Core Students in Carleton Board Schools, Spring 1979. French Working Paper No. 130.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To examine the level of French proficiency achieved by grade 5 French Core-Extended-Late (CEL) students compared to that achieved by students in the regular 20-minute-per-day core French program in the same schools. The CEL program was optional.

Program: Grade 5 CEL and core French programs in the Carleton Board of Education. The CEL program involved 20 minutes per day of French instruction until grade 3 followed by 60 minutes per day of instruction in French in grades 4 to 6, including an environmental studies course taught in French. The core French program involved French instruction for 20 minutes per day (15 minutes per day in kindergarten).

Subjects: 130 grade 5 CEL students and 97 grade 5 core French students from six schools. Students from both programs were tested the previous year when they were in grade 4 and these test results were used for comparison with those of the current grade 5 students.

Instruments: The French Comprehension Test/Level 1*; and the Henmon-Nelson Test of Mental Ability (used to assess scholastic aptitude).

Results: T-tests indicated that the CEL students performed significantly better in French listening comprehension and on the Henmon-Nelson Test than the core French students at both grade levels. The grade 5 CEL group's scores were significantly higher than those of the grade 4 CEL group. There were no significant differences, however, between the listening comprehension scores of the grade 4 and 5 core French groups. Sex differences in favour of girls approached significance. Since there was little correlation between the mental ability test and French Comprehension Test scores for either group, at either grade levels, it

was deemed inappropriate to use the mental ability scores as a covariate.

Conclusion: The CEL students achieved higher French listening comprehension scores than the core French students. The lack of significant improvement in core French students' French test scores may indicate that the test was too difficult for them. Differences in mental ability did not appear to be responsible for the differences in French comprehension since they did not differ for the two groups.

Morrison, F., Walsh, M. Pawley, C. & Bonyun, R. (1980). *Core French Proficiency: A Preliminary Version of Chapters Two and Three of the Seventh Annual Report to the Ministry of Education of the French Project. French Working Paper No. 133.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To examine the French proficiency of core French students in light of the increase in French instruction from 20 to 40 minutes per day in 1972. This paper reviews findings from studies carried out between 1973 and 1980 as part of the annual testing program in the Ottawa and Carleton Boards of Education.

Program: Grades 1 to 8 core French programs in the Ottawa and Carleton Boards of Education. The Ottawa program consisted of 40 minutes per day of French instruction. The Carleton program devoted 15 to 20 minutes per day to French instruction from kindergarten to grade 5 and 40 minutes per day in grades 6 to 8. The programs followed an integrated thematic approach emphasizing communication skills. The Carleton board CEL (Core-Extended-Late) program (included for comparison purposes) involved 40 minutes per day of French instruction in grades 1 to 3 and 60 minutes per day in grades 4 to 6, including an environmental studies course taught in French.

Subjects: Core French students in grades 1 to 8 in the Ottawa and Carleton boards and grade 6 CEL students. The number of students involved varied from study to study. The minimum number of subjects per grade for any one study was 43, but most studies, apart from those of speaking proficiency, involved between 200 and 500 students per grade level.

Instruments: The I.E.A. Listening Comprehension Test* (Population II); the Ottawa Board of Education French Comprehension Test (a multiple choice listening comprehension test based on the local curriculum); the French Comprehension Test/Primer*; the French Comprehension Test/Level 1*; the I.E.A. French Speaking Test* (Populations I, II, IV and IVS); and the Henmon-Nelson Test of Mental Ability (used to assess scholastic aptitude).

Procedure: This study involved both longitudinal and cross-sectional analyses.

Results: T-tests indicated that French achievement generally increased from year to year in the core French classes, but not always significantly. There were no significant differences in mental ability (Henmon-Nelson Test) among the students. Where across-board comparisons were made, the Ottawa board core French students generally significantly outperformed the Carleton board core French students who had received less French instruction. The CEL students generally significantly outperformed students in both core French programs. In the core French programs, girls generally significantly outperformed boys on all French tests. The Carleton girls generally equalled the Ottawa girls in French except at the grade 8 level, where the Ottawa girls, who had received more French instruction, were superior.

Conclusion: More time spent in French class generally resulted in higher French achievement scores. Girls had achieved higher levels of French proficiency than boys, often despite less French instruction.

Nagy, P. & Klaiman, R. (1985). *A Comprehensive Study of the Provision of Second Language Education in Wellington County: Final Report.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To survey opinions concerning the core French and immersion programs in Wellington County. The most advantageous time to begin core French instruction was of particular interest.

Program: Core French and early total French immersion programs at the elementary level in Wellington County, Ontario.

Subjects: Parents of core French and French immersion students; core, immersion and regular classroom teachers; principals; trustees; and school board officials. From the 1,318 questionnaires received from parents, 495 randomly selected questionnaires were used in the analysis.

Instruments: Core French parent and immersion parent questionnaires, which were slightly different versions of the same questionnaire. Interviews were conducted with teachers, principals, trustees, and school board officials.

Procedure: Parent questionnaires were distributed to whole classes in randomly selected schools. A representative sample of questionnaires and interviews was analyzed.

Results: The data analysis involved descriptive statistics. All constituents felt that core

French should begin in kindergarten or grade 1. Parents had minimal expectations for their children learning French in a core French program; the majority felt that, by the end of grade 8, their children would be able to understand, speak and write French either "a little" or "not much". While teachers felt that parental support for immersion was almost total, they felt that only approximately 40% of parents suported the core French program. The principals, however, felt that three-quarters of parents were supportive or at least accepting of the core French program. The chronic problem of declining enrolment, which was often attributed to the expansion of the immersion program, was felt to hinder the core French program. Also noted was a lack of appropriate materials for the elementary core French program.

Conclusion: All constituencies surveyed felt that the core French program should begin by grade 1. Nevertheless, there was a general feeling among those surveyed that the core French program did not adequately develop the students' French skills and was threatened by the immersion program in terms of a lack of both students and resources.

Naiman, N., Fröhlich, M., Stern, H. H. & Todesco, A. (1978). *The Good Language Learner*. Toronto: The Ontario Institute for Studies in Education.

Purpose: To identify some of the critical variables (e.g. personality traits, cognitive styles, strategies and learning environments) of the "good language learner".

Program: A compulsory grade 8, and optional grade 10 and 12 core French programs in Ontario.

Subjects: 24 students were selected from each of grades 8, 10 and 12 by the following process. Six students were selected from three classes at each grade level; 29 of these students were male and 43 female. Half the subjects had received the lowest scores in their class on the I.E.A. French Listening Comprehension Test, while the other half had received the highest scores on the test.

Instruments: The I.E.A. French Listening Comprehension Test* (Populations I, II and IV for the three grade levels respectively); teacher ratings of students' French ability; the Hidden Figures Test; the Speed of Color Discrimination Test; Pettigrew's Category-Width Scale-Estimation Questionnaire; Budner's Intolerance of Ambiguity Scale; Mehrabian's Sensitivity to Rejection Scale; Hogan's Empathy Scale; Eysenck's Introversion-Extroversion Scale; the Attitudes and Motivation Test Battery* (Gardner et al., 1974a); a classroom observation schedule developed for this study which included the following categories: teacher elicitation, student responses, teacher evaluation, activities, mode of interaction, and subject matter; and individual student and teacher interviews.

Procedure: Each selected student was observed in the classroom by one of two trained observers for a minimum of 250 minutes. Three of the six students in each class were observed at a time. The observers also coded the data. The selected students were not informed that they were being observed. The personality tests were administered in three 30-minute test sessions, subsequent to the classroom observation. Each student was later interviewed individually.

Results: The classroom observation provided little information on students' use of strategies. Regression analyses indicated that tolerance of ambiguity and field independence were the only cognitive style variables of those investigated that were positively related to French listening comprehension, the former appearing more important in the early stages of language learning, and the latter in the later stages. Positive attitudes were also associated with successful language learning and appeared to be more closely related to French listening comprehension at later stages of learning. Information gathered through the student interviews corroborated the data obtained through the cognitive style tests.

Conclusion: The cognitive style variables of field independence and tolerance of ambiguities, as well as positive attitudes toward French were positively related to French listening comprehension. Student interviews appeared to be a reliable source of data concerning cognitive style variables.

New Brunswick Department of Education. (1979). *Base Year Study of the Second Language Competencies of Grade 12 Students*. Fredericton: Evaluation Branch, The Department of Education.

Purpose: To obtain baseline information on the French proficiency of grade 12 students in New Brunswick.

Program: Grade 12 students in New Brunswick, some of whom were enrolled in core French courses and some of whom were not. FSL instruction is compulsory until the end of grade 10 (grade 9 for vocational stream students).

Subjects: Approximately 700 grade 12 students representing 10% of the grade 12 English-speaking population in the province; 26% of the subjects took French at the grade 12 level.

Instruments: A French test developed by the Educational Testing Service and standardized on the grade 10, 11, and 12 student population in New Brunswick. The test included a reading and writing component as well as a five-point Foreign Service Institute oral interview

(the New Brunswick Language Interview Program*). Students completed a questionnaire concerning their reasons for dropping French and their perceptions of the difficulty of the tests.

Procedures: The oral interviews were conducted by trained French teachers. The reading and writing tests were administered during regular classes.

Results: Analyses of variance indicated that students who had continued to study French for longer scored significantly higher on the speaking, reading and writing subtests than those who had dropped French. There was almost always a significant increase in scores for each additional year of French study. Based on the oral interview scores, about 25% of the students were "able to satisfy travel needs and minimum courtesy requirements" (level 1 on a scale of 0 to 5) and a further 13% scored at level 2 or higher. Over half the students reported that they felt the reading, writing and speaking tests were too difficult. A quarter of the students who had dropped French in grades 9 to 12 reported that they had done so because it was too difficult, 15% because their timetable would not permit their taking French, and the remainder reported reasons primarily related to a dissatisfaction with the French program.

Conclusion: Students' French reading, writing and speaking proficiency generally increased the longer students remained in the program. Students' reasons for dropping French included the perceived difficulty of the program and a dissatisfaction with the program.

Pack, H. P. (1979). *A Study of the Factors Affecting Enrollment in French in the Senior High School: A Comparison of the Variables of Sex, Achievement, Attitude and Motivation of Two Groups of Grade Ten Students*. Unpublished master's thesis, Memorial University of Newfoundland.

Purpose: To investigate the relationship between student factors and students' continued participation in the French program.

Program: A grade 10 FSL program in Newfoundland.

Subjects: 100 grade 10 students currently enrolled in a French course and 100 grade 10 students who had dropped French. The students were randomly selected from the grade 10 population of 636 students in the Avalon North Integrated School District.

Instruments: A student questionnaire assessing students' reasons for continuing or dropping French.

Procedure: The questionnaire was administered by the classroom teachers.

Results: Both groups' motivational orientation (instrumental versus integrative, taken from Gardner et al., 1974a) and attitudes toward French-speaking people were similar. Nevertheless, students who continued taking French in high school had more positive attitudes toward learning French, greater perceived parental encouragement, and a better perception of their French course than students who had dropped French. Significantly more girls than boys chose to continue studying French and high achievers were more likely to continue studying French than low achievers.

Conclusion: No relationship was found between motivational orientation or attitudes toward French-speaking people and students' decision to continue studying French. Students' sex, scholastic achievement, perceived parental encouragement, and positive attitudes toward learning French and their French course were all significant factors in students' decision to continue studying or to drop French.

Parker, D. (1975). *An Assessment of the Program in French as a Second Language (The Alberta Modern Language Study)*. Edmonton: Faculty of Education, The University of Alberta.

Purpose: To assess the French achievement and attitudes of students in the core French program and to assess the attitudes of parents and of students not enrolled in the program. This assessment comprised a series of eleven small studies.

Program: Core French programs at the grade 6, 9, and 11 levels in various communities in Alberta.

Subjects: Approximately 135 grade 6, 155 grade 9, and 90 grade 11 core French students; 67 high school students not participating in the core French program; and parents.

Instruments: Various student and parent attitude questionnaires developed for the study; and the Alberta Modern Language Study French Aural-Oral Test. The aural-oral test assessed students' ability to participate in communication-type activities. The test involved performing oral tasks, answering questions, describing a picture, asking questions (interviewing), and performing oral tasks such as asking someone how much something costs.

Procedure: All subjects did not complete every questionnaire.

Results: The attitude questionnaires were analyzed using descriptive statistics. The

students expressed a sincere interest in learning French, which was supported by their parents. Most students who had dropped French in high school reported that they had done so because they found it too difficult. Both students and parents expressed a desire for more cultural activities in the core French program. At the grade 9 and 11 levels, one-fifth to one-third of participating students reported having trouble with the core French program. T-tests indicated that the grade 6 students generally scored significantly lower than the grade 9 students on the oral French test. Grade 11 students in the advanced stream of core French generally scored significantly higher than those in the general stream. There were few significant differences between the test scores of grade 9 students and those of the grade 11 general stream students, but the advanced stream students scored significantly higher than the grade 9 students.

Conclusion: Both student and parent attitudes towards the program were positive. The prime reason for students dropping out of the French program was the difficulty of the program. With the exception of the general level grade 11 students, students in the higher grades generally performed better on the oral French test than students in the lower grades.

Parkin, M. (1984). *Intermediate Core French Administration Study, Grades 7 and 8. Research Report 83-11.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To evaluate the grade 7 and 8 intermediate core French program in the Ottawa Board of Education.

Program: A grade 7 and 8 core French program in the Ottawa Board of Education where early and late French immersion programs are widely offered. The program had involved 40 minutes per day of French instruction from grade 1 on, with 30 minutes per day in kindergarten. According to the core French teachers, the students' abilities varied widely.

Subjects: Students, parents, teachers, principals, administrators and trustees in the Ottawa board. The precise number of subjects was not specified.

Instruments: Interviews with the various subjects; and a parent questionnaire. The interviews and questionnaires included both closed and open-ended questions.

Results: In general, the respondents felt that a negative ambiance surrounded the intermediate core French program. Students indicated that they did not feel that learning French was important and that they felt frustrated by their lack of progress in French. Teachers indicated that they felt there was a lack of services for core French, and that poor attitudes on the part of the students and the community in general hindered the program.

Conclusion: There was a generally negative impression of the intermediate core French program. The author proposed a number of specific reforms which he felt would improve the program: an obligatory two-year immersion program at the grade 3 level followed by a more ambitious core French program; instituting an immersion centre at which students would spend two to three weeks per year; or programming two full days per week of French instruction.

Pawley, C. & Bonyun, R. (1981a). *French Listening Comprehension of Students in Core Programs, Grades 4 to 8. French Working Paper No. 138.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To evaluate the French listening comprehension of grade 4 to 8 core French students in the Ottawa and Carleton Boards of Education.

Program: Grade 4 to 8 core French programs in the Ottawa and Carleton Boards of Education. Ottawa board students had received 40 minutes per day of French instruction since grade 1 (30 minutes per day in kindergarten). The Carleton board students had received 15 minutes per day in kindergarten, 20 minutes per day in grades 1 and 2, 20 to 40 minutes per day in grades 3 to 5, and 40 minutes per day in grades 6 to 8.

Subjects: *In the Carleton board*: 847 grade 4 students from 37 classes in 21 schools; 842 grade 5 students from 32 classes in 17 schools; 838 grade 6 students from 29 classes in 15 schools; 676 grade 7 students from 21 classes in 8 schools; and 581 grade 8 students from 20 classes in 8 schools. *In the Ottawa board*: 623 grade 4 students from 31 classes in 22 schools; 52 grade 5 students from 36 classes in 20 schools; 697 grade 6 students from 33 classes in 23 schools; 588 grade 7 students from 23 classes in 7 schools; and 648 grade 8 students from 24 classes in 7 schools. Students who had entered the program within the year or who had been in a program with extra French were eliminated from the sample.

Instruments: The Gates-MacGinitie Reading Test; the French Comprehension Test/Level 1* (revised) for grades 4 to 6; and the I.E.A. French Listening Comprehension Test* (Population II) for grades 6 to 8.

Procedure: The grade 6 students completed both the French Comprehension and I.E.A. tests in order to establish the relationship between the two tests. Comparisons were made among the five grades and with the test results of students from previous years.

Results: Analyses of variance indicated that the grade 4 and 5 Ottawa board students performed significantly better than the corresponding Carleton board students on the French

Comprehension Test. At the grade 6 level, after scores were adjusted using the Gates-MacGinitie scores as a covariate, the Ottawa board students scored significantly higher than the Carleton board students on the French Comprehension Test. On the I.E.A. listening comprehension test, the grade 6 and 7 Ottawa board students scored significantly higher than the grade 6 and 7 Carleton board students. The grade 8 Ottawa board students scored significantly higher than their Carleton board counterparts on the I.E.A. test when adjustments were made for Gates-MacGinitie scores. Students' French listening comprehension scores increased steadily over the years, with most students in both boards scoring significantly higher than students in the grade level below. In grades 4 and 5, the Ottawa board students' scores were not significantly different from those of students from the same grades in previous years, but the Carleton board students' scores were significantly higher than those of students from previous years, in which students had received less French instruction (40 versus 20 minutes per day). There were no significant differences in either board at the grade 6 to 8 levels when students'scores were compared with those of students from the preceding four years.

Conclusion: French listening comprehension scores generally increased from year to year. More cumulative hours of French instruction was positively related to students' French listening comprehension scores.

Pawley, C. & Bonyun, R. (1981b). *French Speaking Test Results for Grade 8 Core French Students. French Working Paper No. 139.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To assess the French speaking ability of grade 8 core French students in the Ottawa and Carleton Boards of Education.

Program: Grade 8 core French programs in the Ottawa and Carleton Boards of Education. The Ottawa program involved 30 minutes per day of French instruction in kindergarten and 40 minutes per day through grade 8. The Carleton program involved 20 minutes per day of French instruction in kindergarten to grade 5 and 40 minutes per day in grades 6 to 8.

Subjects: 106 grade 8 students from the Ottawa board and 100 grade 8 students from the Carleton board.

Instruments: The Pimsleur French Speaking Test*, Form C; a second oral test in which students responded to questions in French; and a third oral test in which students answered questions about familiar objects in French. The last two tests were developed by the Cultural Centre for Intensive French of the Ottawa board in 1970-71.

Procedure: The tests were administered individually by a trained francophone tester. The tester scored the tests after participating in a practice session.

Results: Analyses of variance indicated that there were no significant differences between the Ottawa and Carleton board students' speaking scores, although the Ottawa board students' scores were more variable than those of the Carleton board students.

Conclusion: The extra time devoted to French instruction by the Ottawa board relative to the Carleton board (1,050 versus 705 cumulative hours) failed to produce significant differences in speaking ability between the two groups.

Pawley, C. & Bonyun, R. (1981c). *Core French Proficiency: Group Differences. French Working Paper No. 140.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To analyze the French speaking and listening proficiency of grade 8 core French students in the Ottawa and Carleton Boards of Education on the basis of their sex and previous French experience.

Program: Grade 8 core French programs in the Ottawa and Carleton boards. See Pawley & Bonyun (1981b) for a description of the programs.

Subjects: 560 grade 8 students from the Ottawa board, and 535 grade 8 students from the Carleton board.

Instruments: The tests listed in Pawley & Bonyun (1981a) and (1981b); and a student questionnaire regarding previous experience in French at school (e.g. immersion or francophone school) and outside of school (e.g. at home or in a summer French immersion program).

Procedure: The scores on the listening comprehension and speaking tests had been previously recorded and these were compared with the responses to the questionnaire.

Results: Analyses of variance indicated that although differences among the students with diverse experiences in French were not all significant, students with greater French exposure both inside and outside the classroom tended to score higher on the French listening comprehension and speaking tests. Those who had entered the core French program later (grades 4 to 8 in the Ottawa board, and grades 7 to 8 in the Carleton board) scored significantly lower than those who had been in the program since kindergarten. Those who had transferred from an immersion program scored significantly higher on the listening comprehension and

speaking tests than those who had followed the core French program exclusively. Girls scored significantly higher than boys on the listening comprehension test when adjustments were made for Gates-MacGinitie test scores.

Conclusion: Greater exposure to French (both inside and outside the classroom) was related to greater achievement in French listening comprehension and speaking ability. More French instruction (immersion versus regular core French versus late entry to core French) was also related to greater achievement in French listening comprehension and speaking ability. Girls performed better in listening comprehension than boys.

Rankhawa, B. S & Korpan, S. M. (1973). Assessment of some significant affective variables and the prediction of achievement in French. *Canadian Journal of Behavioural Science*, 5(1), 24-33.

Purpose: To validate a scale of attitudes toward learning French in elementary schools and examine the relation between attitudes, achievement, motivation and orientation toward learning French.

Program: Grade 7 and 8 core French programs in a mid-western Canadian city. The program used Le Français International as a textbook.

Subjects: 100 grade 7 and 8 students; 25 boys and girls were randomly selected at each grade level.

Instruments: The Attitude toward the Learning of French as a Second Language (ALFS) Scale developed from various attitude scales; Gardner's (1960) Motivational Intensity Scale which assesses the amount of effort an individual is willing to expend in learning a second language; Gardner and Lambert's (1959) Orientation Index which differentiates between "integrative" motivation (interested in interacting with members of the second language community) and "instrumental" motivation (interested in learning French for purposes such as a job); and a teacher rating scale in which teachers rated their students according to their achievement of the course objectives.

Results: Analyses of variance indicated that teachers rated girls significantly higher than boys in French achievement, and that girls had significantly higher motivation, and significantly more positive attitudes toward French than boys. The girls were generally instrumentally, as opposed to integratively, motivated toward learning French. A stepwise regression analysis indicated that tolerance and motivational intensity best predicted French achievement (as assessed by the teacher ratings). The KR-20 estimate of internal consistency

equalled .96 for the attitude and motivation scales, indicating a high consistency between the various scales.

Conclusion: Attitude, motivation and orientation measures were all related to the teachers' rating of student French achievement. Girls received higher scores than boys on all these measures. The various attitude and motivation scales used in this study were highly consistent with one another.

Reid, M. & Fouillard, C. (1982). *High School French Enrollment in Newfoundland and Labrador*. St. John's: Canadian Parents for French, Newfoundland/Labrador.

Purpose: To examine Newfoundland students' low enrollment in French and students' motives for dropping French in high school.

Program: A grade 10, optional, high school FSL program in Newfoundland and Labrador. The French program drop-out rate between grades 7 and 10 had been approximately 75% for the past five years.

Subjects: 2,675 grade 10 students, some of whom were enrolled in French and some of whom had dropped French. FSL teachers and school administrators were also interviewed. The student sample was representative of the Newfoundland and Labrador high school population (i.e. it included urban and rural students, students of various religious denominations, and students from different sizes and types of schools).

Instruments: Questionnaires were prepared for all groups for the purposes of this study. Student questionnaires investigated students' opinions of the program, their attitudes toward French, the length of time they had studied French, and their perceived French achievement. The interviews with teachers and administrators, which were based on general questionnaires, sought their opinions of the French program.

Procedure: The student questionnaires were group-administered.

Results: The data analysis involved descriptive statistics. The results of the student questionnaire indicated that the program appealed most to high achievers whose attitudes toward French were more positive than those of low achievers. Students enrolled in French had more positive attitudes toward French than students who had dropped French, and rural students had more positive attitudes toward French than urban students. Students who began learning French prior to grade 4 tended to stay in the program longer. Students expressed some dissatisfaction over the program's failure to teach them to "speak" French and to make

French interesting. The status of French as a non-core subject diminished the likelihood of its being taken at the grade 10 level. Students felt that culture was not given enough emphasis in the program. The teacher interviews revealed that 57% of teachers felt that French enrollment would decrease in the future. The principal reasons given for this were the reduced status of French within the reorganized school curriculum and the academic, grammar-oriented nature of the French program. Administrators also expressed the view that the loss of core status had harmed the French program.

Conclusion: Students seemed to drop French because it was too academically oriented, because of scheduling difficulties and a lack of communicative and cultural emphases in the program. An early start to French was related to students staying in the program longer. Teachers and administrators felt that the loss of the French program's core status was in part responsible for the high drop-out rate.

Roy, R. R. (1980). *Arrow Lakes Grades IV to VII French as a Second Language Program: An Assessment.* Vancouver: Faculty of Education, The University of British Columbia.

Purpose: To assess opinions concerning the core French program after the downward extension of French instruction to grade 4.

Program: Grades 4 to 7 core French programs in the Arrow Lakes District, British Columbia. Students received French instruction for approximately 20 minutes per day.

Subjects: Parents of students in grades 4 to 7; school board trustees; grade 3 to 8 classroom teachers; elementary school principals; grade 4 to 8 core French teachers; and a sample of grade 4 to 8 students.

Instruments: Questionnaires addressed specifically to students, parents, core French teachers, classroom teachers and principals; and interviews with trustees.

Procedures: The questionnaires were administered in June.

Results: The data analysis involved descriptive statistics. Most groups (principals excepted) felt that the present core French time allotment of 20 minutes per day should be increased and that the program should be extended below grade 4. Most groups felt communication skills should be the primary objective of the program, and that less emphasis should be placed on reading and writing skills. Many of those interviewed considered attitudes to be of little importance to the French program. All constituencies felt that the program was only partly reaching its stated objectives of allowing students to acquire a desire to speak

French, to develop an awareness and appreciation of French Canadian culture, and to acquire basic skills in vocabulary comprehension, reading, writing and speaking, and preparing them for French studies in high school.

Conclusion: The groups surveyed felt that the core French program had not reached all of its objectives. In particular, they felt the program had not improved attitudes toward French Canadians.

Roy, R. R. (1981). *SAANICH Grade 5 French as a Second Language Program: An Assessment.* Vancouver: Faculty of Education, The University of British Columbia.

Purpose: To assess student attitudes and achievement in a grade 5 FSL program in British Columbia which used itinerant French specialist teachers.

Program: A grade 5 FSL program in School District No. 63 in British Columbia.

Subjects: All grade 5 students from seven schools in which French instruction began in grade 5 and involved itinerant French specialists, and all grade 6 students from two schools following the same program, who had begun French in grade 5. Randomly selected sub-samples of 60 grade 5 students from six schools and 30 grade 6 students from three schools took a speaking proficiency test. 383 parents and teachers and principals.

Instruments: A group-administered listening test developed for this study; an individually-administered speaking test developed for this study; and parent, student, teacher and principal questionnaires.

Results: The data analysis involved descriptive statistics. There were few differences in achievement scores between the grade 5 and 6 students. The grade 5 students actually outperformed the grade 6 students on the listening comprehension test. Half the students indicated that they intended to study French to grade 12. The grade 6 students, who had studied French longer, expressed a greater desire to continue studying French than the grade 5 students. The students generally considered French to be less important than mathematics and science courses. Learning to speak French was the students' principal objective, getting to know French Canadians was considered secondary. The students reported being primarily instrumentally motivated toward learning French, that is for education, employment and travel purposes. The responses from the other constituencies revealed an emphasis on developing French speaking ability, followed by the nurturing of a desire to learn another language. Becoming more aware of French Canadians and more open to contact with them was generally not considered important. There was general agreement that French should be

taught in both grades 5 and 6.

Conclusion: The grade 6 students who had received more French instruction did not necessarily perform better on the tests of French achievement than the grade 5 students. Attitudes toward French Canadians were not considered a priority by any of the constituencies.

Shapson, S. & Kaufman, D. (1978). Overview of the elementary French programs in British Columbia: Issues and research. *The Canadian Modern Language Review, 34*(3), 586-603.

Purpose: To assess the extent to which French immersion is beneficial for the acquisition of French proficiency. One component of the study compared French immersion students with core French students.

Program: An early total French immersion program which had begun in kindergarten and a core French program which had begun in grade 4 and provided French instruction for 20 minutes per day.

Subjects: Grade 3 immersion students and a comparison group of grade 7 core French students who had received French instruction for three years.

Instruments: The B.C. French Comprehension Test*.

Results: Analyses of variance indicated that the grade 3 immersion students significantly outperformed the grade 7 core French students on the French comprehension test.

Conclusion: The French immersion students (who were younger) were superior to the core French students in French listening comprehension.

Shapson, S., Kaufman, D. & Durward, L. (1978). *B.C. French Study: An Evaluation of Elementary French Programs in British Columbia.* Burnaby, B.C.: Faculty of Education, Simon Fraser University. (See also: **Shapson et al.**, 1982).

Purpose: To evaluate elementary core French programs in British Columbia, and to develop a mechanism for an on-going evaluation process for school districts.

Program: An elementary core French program in British Columbia which averaged 100 minutes of instruction per week when French classes were held every day and 66 minutes per week when classes were not held every day. Most core French programs in British Columbia begin in grades 5 to 7.

Subjects: 119 primary (grades 1 to 3) and 447 intermediate (grades 4 to 7) level students. They were a representative sample of all 25 school districts and were randomly selected to include approximately 50% of the primary students and 25% of intermediate students enrolled in core French classes. Classroom teachers, core French teachers, administrators, consultants and parents were also surveyed.

Instruments: The B.C. French Comprehension Test*; the B.C. French Study Primary Student Attitude Scale*; the B.C. French Study Intermediate Student Attitude Scale*; and questionnaires for principals, core French teachers, classroom teachers, French coordinators and parents.

Procedures: The French Comprehension Test and student attitude scales were administered as a pre-test in Fall 1976 and as a post-test in Spring 1977. The other questionnaires were generally given once in the Spring. The principals also completed a questionnaire in the Fall.

Results: T-tests indicated that students' attitudes toward French language and culture were significantly more negative in the post-test than in the pre-test, but remained on the positive end of the scale. Students in the lower grades generally had more positive attitudes than students in the higher grades. The classroom teachers' attitudes toward the teaching of French were significantly related to students' attitudes. Analyses of variance indicated that students' attitudes did not vary significantly with the self-rated proficiency of their core French teacher, although students' French listening comprehension scores did; 35 to 45% of the core French teachers reported little or no facility in French. Students' listening comprehension scores were also significantly related to the amount of French used by the core

French teacher in the classroom; 36% of the core French teachers reported using French during less than half of class time and only 26% reported using French 75% or more of the time. Analyses of variance indicated that students' listening comprehension scores generally increased significantly with the number of years of French instruction received. Students' scores on the listening comprehension test were generally quite low, indicating that the test may have been too difficult. The core French teachers and coordinators agreed that the main objectives of the program were to enhance the students' French listening comprehension and their general education, and to encourage further study of French. The attitudes toward the program of all adults surveyed were generally positive; parents' attitudes were the most negative. Parents did not have a strong desire to increase the amount of school time devoted to French.

Conclusion: Students' attitudes toward French language and culture were generally positive, but decreased with age. Since students' French listening comprehension scores were related to both the French teachers' self-rated French proficiency and the amount of French used in the classroom, this may indicate areas of the program in need of improvement.

Smith, H. A. (1985). Can student attitudes toward the subject (FSL) change during the first month of school? Paper presented at a meeting of the Canadian Society for the Study of Education, Montreal.

Purpose: To determine the stability of students' attitudes toward French and to assess the factors which may influence those attitudes.

Program: A grade 6 to 8 core French program in and around an eastern Ontario city.

Subjects: 95 grade 6 and 74 grade 7 students from six classes. The sample included intact classes, one grade 6 and one grade 7 class in each of three types of public schools: rural, suburban, and urban. Both grade levels within each school were taught by the same teacher.

Instruments: The Attitudes and Motivation Test Battery* (Gardner et al., 1979).

Procedure: The attitudes and motivation battery was administered in June, at the end of the grade 6 or 7 school year, and again to the same students in October, at the beginning of the grade 7 or 8 school year. The students were divided into three groups based on their scores on the attitudes and motivation battery: a *high attitude* group (above the 80th percentile), a *medium attitude* group (between the 40th and 80th percentile), and a *low attitude* group (below the 40th percentile).

Results: The students' attitudes were generally positive. Test-retest correlations indicated that, in general, students' attitudes remained stable from June to October. However, when the three attitude groups were examined individually, the *low* and *medium attitude* groups' attitudes were relatively unstable while those of the *high attitude* group remained highly stable. Students from all three groups rated their core French teacher more highly than their French course. Log-linear procedures indicated that students' attitudes toward the French class were associated more with attitudes toward FSL in general than were attitudes concerning the core French teacher. However, students with more favourable attitudes towards FSL had significantly more positive attitudes toward both their core French teacher and their French course.

Conclusion: Students' attitudes were relatively stable from the end of one school year to the beginning of the next (June to October), although this was true primarily for students with initially high attitudes (the *high attitude* group). There was a strong relationship between students' attitudes toward FSL in general and their attitudes toward their French course and their core French teacher.

Smythe, P. C., Jutras, G. C., Bramwell, J. R. & Gardner, R. C. (1973). Second language retention over varying intervals. *The Modern Language Journal*, *57*(8), 400-405.

Study I

Purpose: To determine the amount of attrition in French proficiency that students might suffer during the summer vacation, between grades 9 and 10.

Program: A grade 9 and 10 high school core French program in London, Ontario.

Subjects: 220 grade 9/10 students from three high schools. They were chosen to represent varying levels of French proficiency within each school.

Instruments: The London French Listening Comprehension Test - Grade 9, which is a locally developed, multiple choice, tape-recorded test; test items include matching an orally-presented sentence with a written one. The London French Reading Comprehension Test - Grade 9, which is a locally developed, multiple choice test; test items include sentence completion tasks.

Procedure: The tests were administered as a pre-test at the end of May/ beginning of June and as a post-test at the beginning of September. The tests were administered in the classroom during one class period.

Results: T-tests indicated that students' listening comprehension improved significantly over the summer while their reading comprehension significantly worsened. Although the analyses showed statistical significance, the actual shift in scores was slight.

Conclusion: Students' listening comprehension improved over the summer while their reading comprehension worsened. The loss and gains were small, however, indicating that French ability remained relatively stable during three months without instruction.

Study II

Purpose: To test the generalizability of the results of Study I (above) using a standardized test and a wider grade range.

Program: A grade 9, 10 and 11 high school core French program in London, Ontario.

Subjects: 150 grade 9, 10, and 11 students from one high school, 99 of whom began their French course in the first semester (September), while the other 51 began their French course in the second semester (February).

Instruments: The Canadian Achievement Test in French*.

Procedures: A pre-test was administered in June and the post-test was administered at the beginning of the second course, either in September or in February of the following year.

Results: Analyses of variance and Scheffe tests indicated that the February-start students performed significantly lower than the September-start students on the post-test, despite the fact that there were no significant differences in their June pre-test scores. The February-start students' performance decreased significantly between tests while the latter's increased significantly. However, the real amount of attrition and gain was only 3 to 4%. There were no significant differences between the grades in the amount of French retained.

Conclusion: There was greater language attrition for students who did not begin their French course until February. Nevertheless, the total amount of attrition was not great.

Smythe, P. C., Stennett, R. G. & Feenstra, H. J. (1972). Attitude, aptitude and type of instructional programme in second language acquisition. *Canadian Journal of Behavioural Science, 4*(4), 307-321.

Purpose: To compare the pattern of relationships among attitudes, language aptitude, and second language achievement for students enrolled in traditionally-oriented and audio-lingual French programs.

Program: Grade 7, 8 and 9 FSL programs in Ontario. One group followed a traditional, grammar-translation French program while the second followed the audio-lingual method.

Subjects: 78 grade 9 students following the traditional program (the TR group) and 93 grade 9 students following the audio-lingual method (the AL group). The groups were matched according to their scores on the Dominion Intelligence Test and the Modern Language Aptitude Test.

Instruments: The Dominion Intelligence Test; the Modern Language Aptitude Test*; the Canadian Achievement Test in French*; parts of the Brown-Hotzmann Survey of Study Habits; a student attitude questionnaire derived from attitude scales from various sources; a French oral reading task in which students were scored on their reading of a French passage into a tape recorder; a guided French speaking task in which students responded to the introductory clause, "Chaque matin..."; and school grades.

Procedure: The TR group was tested during the 1966-67 school year, while the AL group was tested during the 1969-70 school year. The test administration sequence for both groups was as follows: the student attitude questionnaire in early October; the Modern Language Aptitude Test in mid-October; the study habits questionnaire in mid-December; the Canadian Achievement Test in French in early May; and the oral reading and speaking tasks in mid-May.

Results: T-tests indicated that the TR group performed significantly better in English grammar and literature than the AL group and had significantly more favourable attitudes toward French-speaking people, and a significantly greater desire to learn French. The TR group was primarily instrumental in its orientation toward studying French while the AL group was primarily integratively oriented. The TR group performed significantly better than the AL group on the French vocabulary and reading comprehension subtests of the Canadian Achievement Test in French, while the AL group performed significantly better than the TR

group on the oral reading and speaking tasks. Pearson correlation coefficients indicated that general language aptitude (as measured by the Modern Language Aptitude Test) and knowledge of English were related to French achievement for both groups. Motivation to learn French showed some relation to French achievement for the AL group, but not for the TR group.

Conclusion: The TR program students generally performed better on written French tests, while the AL program students performed better on the oral tests. The TR group had more positive attitudes toward French and French-speaking people, but was less integratively motivated toward learning French than the AL group. Both language aptitude and knowledge of English were positively related to French proficiency.

Stennett, R. G. & Isaacs, L. M. (1979a). *Elementary French Program Evaluation: Impact of Increased Time for French on Achievement in English and Mathematics*. London, Ontario: The Board of Education for the City of London.

Purpose: To determine whether increased instructional time in French would affect students' performance in English or mathematics.

Program: Grade 8 core French programs in London, Ontario. In one program, students received 20 minutes per day of French instruction, while in the other they received 40 minutes per day. Both groups had received 20 minutes per day of French instruction in grade 7.

Subjects: 357 grade 8 students (Cohort 1) and 333 grade 8 students (Cohort 2). These represented 14 and 13 randoml selected classes respectively. Cohort 1 (1977-78) received 20 minutes per day of French instruction while Cohort 2 (1978-79) received 40 minutes per day.

Instruments: The Canadian Tests of Basic Skills (CTBS): English and mathematics subtests. Previous scores (from school files) on the CTBS and The Dominion Test of Learning Capacity.

Procedures: Students were tested at the end of May and the beginning of June.

Results: Analyses of variance indicated that there were no significant differences between the 40- and 20-minute groups in English or mathematics test scores.

Conclusion: Increasing the amount of daily French instruction from 20 to 40 minutes in grade 8 did not affect students' English or mathematics achievement.

Stennett, R. G. & Isaacs, L. M. (1979b). *Elementary French Program Evaluation: The Effect of 40 vs. 20 Minutes per Day in Grade 8.* London, Ontario: The Board of Education for the City of London.

Purpose: To assess the effects of increasing the amount of instructional time devoted to French in grade 8 (from 20 to 40 minutes per day) on students' French proficiency and attitudes.

Program: A grade 8 core French program in London, Ontario. See Stennett & Isaacs (1979a) for more details.

Subjects: Two cohorts of approximately 400 grade 8 students were randomly selected from ten randomly selected schools. See Stennett & Isaacs (1979a) for more details.

Instruments: The Canadian Tests of Basic Skills (CTBS); the Dominion Test of Learning Capacity; a prior French instruction questionnaire; the I.E.A. French Listening Comprehension, Speaking and Reading Comprehension Tests* (Population I); the Alberta Modern Language Study French Aural-Oral Test (see Parker, 1975, for a description of the test); a survey of French cultural awareness; a French class anxiety scale; a student questionnaire assessing their attitudes toward French Canadians and attitudes toward learning French.

Procedures: The tests were administered by specially trained teachers. All tests were not completed by all students.

Results: Analyses of covariance, with scores on the CTBS used as covariates, indicated that the 40-minute group performed significantly better than the 20-minute group on the I.E.A. Reading and Listening Comprehension Tests, on the structural control part and one fluency measure of the I.E.A. Speaking Test, and on the Alberta Modern Language Study test. There were no significant differences between the groups in cultural awareness or attitudes (toward French Canadians and learning French) or in class anxiety levels. Nevertheless, there was a tendency favouring the 40-minute group on all these measures.

Conclusion: Increased instruction time produced improvement in students' French listening, speaking and reading proficiency and a tendency towards improvement in attitudes.

Stern, H. H., Swain, M., McLean, L. D., Friedman, R. J., Harley, B. & Lapkin, S., (1976). *Three Approaches to Teaching French*. Toronto: The Ministry of Education, Ontario. (The complete reports of the studies are contained in **Halpern et al.**, 1976, **McInnis & Donoghue**, 1976, and **Edwards & Smyth**, 1976; and a summary of the research can also be found in **Harley**, 1976).

Purpose: To summarize and evaluate a series of studies undertaken in the Ottawa-Carleton region between 1973 and 1975. These studies assessed immersion, extended French and core French programs. Only the results pertaining to core French programs will be discussed here.

Program: Kindergarten to grade 10 core French programs in the Carleton Board of Education, the Carleton Roman Catholic Separate School Board, the Ottawa Board of Education and the Ottawa Roman Catholic Separate School Board. The programs involved 15 to 40 minutes per day of French instruction. The primary distinction in these studies was between the 20- and 40-minute-per-day programs.

Subjects: Approximately 19,000 students in kindergarten to grade 10.

Instruments: The I.E.A. French Listening Comprehension, Speaking and Reading Comprehension Tests* (Populations I and II); the I.E.A. French Writing Test* (Populations II and IV); the French Comprehension Test/Primer*; the French Comprehension Test/Level 1*; Je sais...?* (listening and speaking); the Pimsleur French Proficiency Tests* (listening and reading); the Tests de rendement en français*; the Test Laval*; a French story creation test (speaking); a French word association test; and student, core French teacher, classroom teacher, principal and parent attitude questionnaires developed for the studies.

Procedure: Students were administered various tests at the beginning and end of the academic year and the test results were compared between programs and between variations within programs. The principal areas of comparison were French achievement, English achievement, achievement in other subjects, and attitudes.

Results: The majority of the analyses discussed in the report involved descriptive statistics (means and standard deviations). The students' level of French achievement increased from grade to grade, in both the 20- and 40-minute-per-day French programs. At any given grade level, students who received an increased amount of French instruction (40 minutes per day) generally outperformed their peers who were receiving less French instruc-

tion (20 minutes per day). One study in the Carleton Separate School Board compared the achievement of students who received 40 minutes per day of French instruction with that of students who received 20 minutes per day but who were in a small class (12 to 15 students). When initial differences in achievement scores were taken into account, the results did not favour either group. Another study in the Carleton Board of Education assessed the effect of class size on student achievement in grades 9 and 10 (classes varied from 6 to 31 students). There were no differences in French listening comprehension or speaking proficiency between the classes of different sizes. However, a classroom observation component of this same study revealed that there were also no differences in teaching practice between large and small classes. A comparison with the I.E.A. international test norms for the listening comprehension test revealed that, after six to eight years of French instruction, students in grades 6 to 8 who had received approximately 20 minutes per day of French instruction performed at a level comparable to that of grade 8 and 9 students in other countries who had received less French instruction. A comparison of student attitudes toward French in the 20- and 40-minute-per-day French programs indicated no significant differences between the groups. The students' attitudes were mildly positive and remained relatively stable from year to year, declining slightly with each rise in grade level. The classroom teachers, principals and French teachers held positive attitudes toward French and the teaching of French. Nevertheless, the French teachers generally had negative attitudes toward the 20-minute-per-day French program: they felt that it developed negative and hostile feelings toward French among the students and created discipline problems. Another study indicated a positive relationship between high French achievement and the following variables: students' exposure to French outside of school, positive parental attitudes toward French and high parental expectations of achievement. (See McInnis & Donoghue, 1976, for a discussion of *Francobus*, an experiment designed to improve student motivation for learning French).

Conclusion: Increased amount of instruction was related to higher French achievement. Progress in students' French ability from year to year was also noted. Students' attitudes toward French were mildly positive, but decreased slightly with increasing grade level. Core French teachers' attitudes toward the 20-minute-per-day-program were generally negative. No relationship was found between class size and student achievement, although this may be related to the fact that teaching practice did not change with the smaller class size.

Stern, H. H., Ullmann, R., Balchunas, M., Hanna, G., Scheiderman, E. & Argue, V. (1980). *Module Making: A Study in the Development and Evaluation of Learning Materials for French as a Second Language.* Toronto: The Ministry of Education, Ontario.

Purpose: To evaluate non-sequential French language materials. The evaluation was part of a larger FSL module-making project carried out at the Ontario Institute for Studies in Education in Toronto.

Program: Optional grade 9, 11, 12 and 13 core French programs in Ontario.

Subjects: Grade 11, 12 and 13 core French students from nine schools in diverse areas of Ontario in which the "Devant le Micro" module was used. The specific number of students involved was not indicated. Approximately 280 grade 9 core French students from eleven schools in which the "Bienvenue à Montréal" module was used. In addition, 57 grade 9 core French students from three of the same schools who did not participate in the module testing were included as a control group.

Instruments: Teacher questionnaires concerning the interest and appropriateness of the modules; student questionnaires concerning the interest of the modules and their comprehensibility; comprehension tests based on the content of the modules; a student questionnaire concerning their attitudes toward Montreal; a listening comprehension test developed for this study in which students matched a picture to tape-recorded sentences; and a vocabulary test developed for this study in which students matched a French word with its English equivalent. The last three instruments were used only in the evaluation of the "Bienvenue à Montréal" module.

Procedure: The evaluation of the "Devant le Micro" module followed a formative approach, whereas that of the "Bienvenue à Montréal" module followed a summative approach. The second evaluation involved a pre- and post-test design in which all tests and the attitude questionnaire were administered before and after the students had been exposed to the module. The tests and questionnaire were also administered to the control group before and after the module teaching period.

Results: Student and teacher questionnaires, as well as the module comprehension test, indicated that the "Devant le Micro" module was slightly too difficult for the grade 11 students in both linguistic content and subject matter. Nevertheless, the module was generally well received by both teachers and students at this grade level. The module was deemed ap-

propriate by teachers with varying amounts of teaching experience, in different regions of the province, who used different textbooks. T-tests indicated that the students who had followed the "Bienvenue à Montréal" module exhibited significantly more positive attitudes toward Montreal in the post-test than in the pre-test, while the control group's attitudes did not significantly improve. Both the experimental and control group students' scores on the vocabulary and listening comprehension tests improved significantly between the pre- and post-tests. The teachers generally viewed the "Bienvenue à Montréal" module very favourably.

Conclusion: The modules were well received by both teachers and students, although it was felt that certain adjustments would have to be made to the "Devant le Micro" module when used with grade 11 students since it was judged to be too diffcult. Results of the evaluation of the second module, "Bienvenue à Montréal", showed that student attitudes toward Montreal were more positive following the use of the module. However, French listening comprehension and vocabulary test scores did not increase following the use of the "Bienvenue a Montréal" module.

Sudbury Board of Education. (1982). *Evaluation of Core French Program at the Intermediate 8 Level.* Sudbury, Ontario: The Sudbury Board of Education.

Purpose: To evaluate an expanded core French program in the Sudbury Board of Education.

Program: A core French program in the Sudbury Board of Education elementary schools. The program involved 20 minutes per day of French instruction at the primary level, beginning in grade 1, and 40 minutes per day at the intermediate level.

Subjects: 242 grade 8 students in 20 schools and their teachers. The subjects were randomly selected from all eligible grade 8 students and represented 25% of the grade 8 population. Only students who had followed the program since its inception (four years previously) were included. French native speakers and special education students were excluded from the sample.

Instruments: A comprehensive test developed for this study based on the local curriculum which used Parle-moi français for grades 1 to 6 and A vos places! for grades 7 and 8. The test included subtests of French listening comprehension, speaking, reading and writing abilities. Teachers completed a questionnaire concerning the French program objectives and implementation.

Procedures: Testing took place during May. All subtests, except the speaking subtest, were group-administered and it took 30 to 35 minutes to complete all the tests. External examiners administered and corrected the tests.

Results: The data analysis involved descriptive statistics (mean scores and percentiles). The mean test scores were as follows: 85% in listening comprehension, 59% in speaking, 78% in reading, and 60% in writing. Responses to the teacher questionnaire indicated that teachers felt the test and curriculum requirements of the school board had been adequately met, but that an effort should be made to improve the students' oral expression by providing more opportunities for spontaneous production.

Conclusion: The students appeared to have adequately met the school board curriculum requirements, although they were weak in speaking skills. Teachers felt the objectives of the core French program were being met.

Swain, M. & Lapkin, S. (1977). Beginning French immersion at grade 8. *Orbit*, *8*(4) 10-13.

Purpose: To compare the French proficiency and academic achievement of immersion and core French students. Only the results pertaining to French proficiency will be discussed here.

Program: A grade 8 to 11 late immersion program and a high school core French program in Peel County, Ontario. Core French students received French instruction for 20 minutes per day.

Subject: Grade 8 to 13 immersion and core French students.

Instruments: The I.E.A. Reading and Listening Comprehension Tests*; the Test of Useful French Vocabulary, developed by the Bilingual Education Project (OISE) to measure vocabulary knowledge.

Results: At a given grade level, the French immersion students scored significantly higher than the core French students on the listening comprehension, reading and vocabulary tests at all but the grade 12 level, where there were no significant differences between the groups on the reading test. However, at the grade 12 level, the core French classes included many former immersion students.

Conclusion: The immersion students were more proficient in French than the core French students, except in reading ability at the grade 12 level.

Tatto, M. A. (1983). *A Comparative Analysis of Grammatical Errors in the Written Code Between Grade Eleven Immersion French and Grade Eleven Core French.* Unpublished master's thesis, Simon Fraser University.

Purpose: To compare the type and frequency of written grammatical errors made by students in grade 11 core French and French immersion programs.

Program: Grade 11 core French and French immersion programs in Coquitlam, British Columbia. The core French students had accumulated approximately 590 hours of instruction in French by the end of the first semester of grade 11 and the immersion students, 5,400 hours.

Subjects: 22 students from a core French class and 20 students from an immersion class. All students' mother tongue was English and none had studied another language.

Instruments: A dictation based on previously taught grammar points; a guided composition with visual cues based on vocabulary and grammar learned in class; and a structured test with fill-in-the-blank items, replacement and transformation exercises, pronoun series items, and verb tense sequencing.

Procedure: All tests were accompanied by English instructions.

Results: T-tests indicated that the immersion students committed significantly fewer errors than the core French students in the dictation, while there were no significant differences between the two groups on the composition and structured test. Nevertheless, the French immersion group produced, on average, 27% more words in the compositions than the core French group. Overall, the French immersion students made significantly fewer errors than the core French students. The core French students appeared to focus on individual words in the tasks, whereas the French immersion students appeared to take a more global approach. Both groups' distribution of errors was similar and they tended to make the same type of errors. Verb errors were the most frequently committed.

Conclusion: The French immersion and core French students made the same types of errors in their written French, although the immersion students committed overall fewer errors than the core French students.

Ullmann, R., Geva, E. & Mackay, L. (1985). *A Descriptive Study of Core French Programs: Factors Affecting Declining Enrolment at the Secondary Level.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To examine the reasons for students "opting in" or "opting out" of the optional French program at the secondary level.

Program: Optional, core French programs at the secondary level. Core French in elementary school had begun in grades 1 to 4 and involved 30 to 40 minutes of French instruction per day. These programs were offered in two school boards bordering Metropolitan Toronto.

Subjects: 277 grade 9 core French students were randomly selected from one school board and 235 students from the other. The students came from twenty different classes.

Instruments: A student questionnaire involving a self-rating of French ability, and assessing students' attitudes toward and motivation for studying French and their participation in extra-curricular activities in French; a French listening comprehension test; a French cloze test; and teacher ratings of students' French ability.

Procedure: The tests and questionnaires were group-administered in the regular classroom.

Results: Chi-square tests indicated that students who felt it was important to learn French in the hopes of finding a better job, who had positive attitudes toward French and the French program, who received parental encouragement to study French and who achieved higher scores on the French tests and student and teacher ratings were more likely to continue studying French than students who did not fit these categories. Students who felt French required too much time and effort were more likely to opt out. Correlational analyses showed that the more hours of instruction students had received, the higher their achievement scores; however, the longer they had studied French, the less positive their attitudes became. Regression analyses showed that the key predictors of opting in or out of French were, in descending order: the students' general feelings toward their French studies; the student and teachers' global ratings of achievement; perceived encouragement from parents, teachers, principals and friends; and, to a lesser extent, accumulated hours of French study, and the students' opinions of their French program.

Conclusion: Positive attitudes toward the French program, strong parental encouragement and high teacher and self-ratings of French proficiency were the best predictors of opting to continue in the core French program.

Ullmann, R., Geva, E., Mackay, L. & Stern, H. H. (1983). *The York Region Core French Evaluation Project: Final Report.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the new core French program in York Region in terms of curriculum content, program implementation, student attitudes toward studying French and French achievement.

Program: Core French classes in grades 1 to 8, in the York Region, Ontario. The new program involves 40 minutes per day of French instruction. The stated goal of the program is "to achieve basic bilingual competence" by grade 10.

Subjects: 52 core French classes in 15 schools were distributed as follows: 14 grade 2, 14 grade 4, and 24 grade 8 classes. The classes were randomly selected from the 15 schools which, in turn, were selected to represent varying regions (urban-rural-suburban) and varying class sizes (small-medium-large). One grade 8 (8L) group had had twice as much previous experience with French instruction as the other grade 8 (8S) group (960 hours versus 480 hours). The grade 8L group began French in grade 1 and the grade 8S began French in grade 4. Parents, core French teachers, classroom teachers and principals also completed questionnaires.

Instruments: *Listening Comprehension*: a test adapted from the French Comprehension Test/Primer* for grade 2 students; the I.E.A. Listening Comprehension Test*; and an integrated, multiple choice test which included conversations and descriptions in French, for grade 8S and 8L students, based on the Ontario Assessment Instrument Pool, French as a Second Language*, and developed for this study. *Reading*: a cloze test designed for this study, for grade 4 and 8 students; a modified version with options provided was used for the grade 4 students. *Speaking*: oral interviews, the retelling of a story, and asking and answering questions. *Questionnaires*: questionnaires for teachers, principals and parents were adapted from those used in the B.C. French Study (see Shapson et al., 1978). B.C. French Study Intermediate Student Attitude Scale* for grade 8 students. *Classroom observation*: the Target Language Observation Scheme (TALOS)*.

Procedures: The French proficiency tests were administered as pre- and post-tests. The classroom observations and the oral interviews were conducted in the middle of the year. Five criteria were used in the evaluation of the curriculum content: whether the program 1) met

Ministry guidelines, 2) contained substantive content, 3) was well integrated with the general educational program and in tune with board objectives, 4) had its own characteristic qualities at each level, and 5) was organized sequentially.

Results: Analyses of variance indicated that students in all grades made progress in French proficiency from the beginning to the end of the school year. The grade 8L students (who had begun French in grade 1) performed significantly better than the grade 8S students (who had begun French in grade 4) on the French listening comprehension and speaking tests and could handle more complex reading. The grade 8L group also had more positive attitudes toward studying French than the grade 8S group. The grade 8S students, however, performed significantly better on all measures than the grade 4 students who had begun French in grade 1 (both groups had accumulated 480 hours of French instruction at the time of testing). There was a significant correlation between grade 8 students' attitudes and their listening and reading comprehension scores. The parents, teachers and principals expressed general approval of the core French program and in particular of the 40-minute time allotment for French. The core French teachers, however, expressed a need for an increase in the variety of teaching resources and cultural content in order to enhance the program. The classroom observation indicated that the teachers were obliged to substantially supplement the board program, that instruction was principally teacher-centred and emphasized formal over functional practice, that teachers used French rather than English in the classroom (except for classroom management), that teachers were friendly and encouraging to students, and that instruction involved little substantive content (e.g., cultural topics, personal interests and materials from other school subjects). With regard to the evaluation of the curriculum content described in the *Procedures* section above, the researchers felt that criteria 1 and 5 had been fully attained, but that in order to meet criteria 2 to 4, more substantive content, more integration with the general educational program and more distinctive characteristics for each grade needed to be developed.

Conclusion: Both age and time allotment for core French were positively related to achievement in French listening comprehension, speaking and reading. Based on the core French teachers' comments and the classroom observation, there appeared to be a need for more teaching materials, particularly of a cultural and functional nature. Improvements in the curriculum content and organization were also suggested.

Ullmann, R., Mackay, L. & Gates, D. B. (1986). *The Toronto Board of Education Grade 4 Core French Pilot Project: An Evaluation Study. Final Report.* Toronto: The Ontario Institute for Studies in Education.

Purpose: To evaluate the Grade 4 Core French Pilot Project in terms of curriculum documents, program implementation, students' French proficiency and teachers' and students' attitudes toward the program.

Program: A grade 4 core French program in the Toronto Board of Education. The students received 40 minutes per day of French instruction which included the teaching of environmental studies in French.

Subjects: Students in four randomly selected grade 4 pilot project classes, one class from each of the four administrative areas within the Toronto board's jurisdiction.

Instruments: The French Comprehension Test/Primer* (niveaux A et B); the French Comprehension Test/Level 1*; an oral interview in French involving a question and answer section, a map (direction-giving) game, and a story retelling task; a core French teachers' questionnaire concerning their background, a description of their class and their opinions of the pilot program; a student questionnaire concerning their opinion of the pilot program; and a classroom observation instrument adapted from the Target Language Observation Scheme (TALOS)*.

Procedure: The French Comprehension Test was administered as pre- and post-tests, separated by an interval of five months. The oral interviews were administered individually to a random sample of 16 students (4 from each class). The interviews were tape-recorded and later scored on a scale from 0 to 5 for linguistic and strategic French competence.

Results: The analysis of the curriculum documents revealed that the regular core French textbook did not offer a sufficient amount of content or adequately deal with the communicative aspects of language. The board-prepared text designed specifically for the pilot project was judged to be more appropriate. This document presents content (environmental studies) in addition to language and contains unique characteristics which differentiate it from the regular core French text. The classroom observation using the TALOS revealed that the teachers used a broad spectrum of French, that the classes involved much "hands-on" experience and activities, that the teachers used French for most classroom activities and routines, and that they actively encouraged student participation and com-

munication. The analysis of the program implementation revealed that the emphasis in the program gradually shifted away from a structural approach to an emphasis on communication as the project progressed. An analysis of covariance, using pre-test scores as the covariate (since the four classes' scores were significantly different), indicated that all four classes significantly improved on the French Comprehension Test between the pre- and post-tests. An analysis of variance indicated that a subgroup of Portuguese home background students performed significantly better than the other students on the French Comprehension Test. The interview revealed that the students' oral language, while often including English, demonstrated a real attempt to maintain the flow of communication. Various communication strategies were used which were more or less dependent upon English. The teacher interviews indicated that the teachers were generally satisfied with the program and believed that it appealed to their students more than the regular grade 4 core French program. The student questionnaire revealed that the students appeared to enjoy and understand the program. The students in one class which followed a more textbook-oriented approach tended to have less favourable attitudes and reported less French use in class than students in the other three classes.

Conclusion: The grade 4 core French pilot program was well received by both teachers and students. It appeared to offer the students many opportunities for communicative language use and to develop both oral and listening comprehension skills. A more communicative versus textbook-oriented approach was related to more favourable attitudes toward the program and greater use of French in the classroom.

Vanier, J. (1980). Contenu culturel dans l'enseignement du français langue-seconde: Enquête par questionnaire sur les intérêts des étudiants. Unpublished master's thesis, Simon Fraser University.

Objectif: Analyser les attitudes des élèves de secondaire V envers le contenu culturel des programmes de français langue-seconde.

Programme: Un programme de français langue-seconde (FLS) au secondaire V (11^{e} année) en Colombie Britannique.

Sujets: 31 étudiants (25 filles et 6 garçons) de FLS au secondaire V, provenant d'une communauté rurale 46 kilomètres à l'est de Vancouver.

Instruments: Un questionnaire à l'intention des élèves portant sur leurs intérêts vis-à-vis la culture française. Le questionnaire touche à la *culture*: les jeunes francophones, la nourriture, la vie quotidienne, la vie familiale et à la *civilisation*: l'histoire et la géographie, la

vie culturelle, et la chanson.

Résultats: Les résultats étaient purement descriptifs. Les étudiants s'intéressèrent le plus à la vie quotidienne des jeunes francophones (les loisirs, les vacances, le sport, la journée d'un étudiant et la mode), bref à ce qui est comparable à leur propre vie. L'histoire, la géographie, la vie culturelle, de même que la vie familiale évoquèrent peu d'intérêt.

Conclusion: Les élèves s'intéressèrent particulièrement à ce qui avait rapport à la vie quotidienne des jeunes francophones.

Waters, B. C. (1985). *The British Columbia Secondary French Curriculum Guide 1980: A Study of its Implementation.* Unpublished master's thesis, The University of British Columbia.

Purpose: To examine the implementation process of the *British Columbia Secondary French Curriculum Guide (1980)* with regard to the extent of implementation and acceptance of the new guide.

Program: Secondary school core French programs in British Columbia. In addition to linguistic content, the new guide addressed culture and attitudes.

Subjects: 60 teachers who were members of the British Columbia Association of Teachers of Modern Languages. 125 questionnaires were sent out and 80 were returned, 60 of which were usable.

Instruments: A teacher questionnaire assessing teachers' acceptance of the new guide as well as the strategies they used in implementing it.

Results: The data analysis involved descriptive statistics. The teachers responded that they did not rely primarily on the new French curriculum guide, but rather followed the particular textbooks used in their course. Approximately 60% of the teachers reported using the guide to supplement their textbooks. Forty-seven percent of the teachers reported that they emphasized reading and writing skills and 37% indicated that they emphasized speaking and listening skills. The provincial exams, however, did not test speaking or listening skills, despite the new curriculum guide's emphasis on these areas of language. Forty-eight percent of the teachers responded that they had not taught all of the cultural topics presented in the guide, and another 20% responded that they were unsure whether they had.

Conclusion: Teachers reported using the new French curriculum guide to a certain

extent but not as much as had been originally intended. The author concluded that a major obstacle to the implementation process was the lack of support for the new program emphasis. For example, the provincial exams did not address speaking or listening skills, or the cultural component of the program. In addition, the teachers were provided with very little cultural teaching material.

Wightman, M. (1980). *Testing the French Listening Comprehension of Grade 6 English Program Students. Research Report 80-07.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To develop and evaluate a French listening comprehension test based on the Ottawa Board of Education curriculum and to assess the French listening comprehension of grade 6 core French students.

Program: A grade 6 core French program in the Ottawa Board of Education. Seventy-five percent of the program was devoted to oral language, 20% to reading and 5% to writing. Students received 40 minutes per day of French instruction (30 minutes per day in kindergarten).

Subjects: 1,243 grade 6 core French students from 53 schools.

Instruments: The Ottawa Board of Education French Comprehension Test (subtest B). This is a multiple choice French listening comprehension test based on the local curriculum. It assesses vocabulary and grammar. A teacher questionnaire concerning students' French language instruction background.

Procedure: The listening comprehension test was group-administered by the classroom teacher. The test had previously been pilot-tested with grade 7 core French students and subsequently revised.

Results: Mean scores and percentages of correct answers indicated that students exhibited a well-developed comprehension of isolated nouns and verbs in short sentences as well as of the type and purpose of the sentences. but they had difficulty recognizing more abstract words, differences between masculine and feminine, singular and plural, and the time of actions. Analyses of variance indicated that students who had been in the program longer performed significantly better on the test than those who had spent less time in the program. Students who had attended French immersion or French school or who spoke French at home scored significantly higher than the other students. Girls performed significantly better than boys on the test. The reliability of the subtests ranged from 0.83 to 0.89, with an overall

reliability of 0.95.

Conclusion: The French listening comprehension test revealed that the students experienced difficulty in certain areas of the language, including gender, number and tense. The more French exposure (in and out of class) students had received, the higher their test scores. The test proved to be a reliable measure of the French listening comprehension of the grade 6 core French students.

Wightman, M. (1981). *The French Listening Comprehension Skills of Grade 6 English Program Students: Second Year of Testing. Research Report 81-10.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To improve a French listening comprehension test (described in Wightman, 1980) and to assess the French listening comprehension of grade 6 core French students in the Ottawa Board of Education.

Program: A grade 6 core French program which had involved 40 minutes per day of French instruction since grade 1 and 30 minutes per day in kindergarten.

Subjects: 1,286 grade 6 core French students (virtually the entire grade 6 core French population in the board).

Instruments: A revised version of the Ottawa Board of Education French Comprehension Test, subtest C (see Wightman, 1980); and a language background questionnaire.

Procedure: The test was group-administered by the core French teachers, who also completed a questionnaire concerning the language background of each of their students.

Results: The overall mean test score was 70.3. Students in the present study performed slightly better than students who had participated in the testing of the 1980 version (see Wightman, 1980) on test items which were contained in both versions of the test. Analyses of variance indicated that girls scored significantly higher than boys on the listening comprehension test. Students who had had more experience with French in class, as well as more exposure to French outside of class generally performed significantly better on the tests than students with less exposure to French. Students whose mother tongue was neither English nor French scored significantly higher on the test than the other students. The Kuder-Richardson 20 formula indicated that the test had a reliability of 0.93.

Conclusion: The test appeared to be an appropriate and reliable test of French listening

comprehension skills at the grade 6 level. Girls outperformed boys and students who spoke a language other than English or French at home outperformed the other students. Students who had been in the program for the entire seven years performed better than those who had been in the program for less time.

Wightman, M. (1982). *Testing the French Listening Comprehension of Grade 8 English Program Students. Research Report 82-07.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To evaluate the French listening comprehension of grade 8 core French students and a French listening comprehension test developed by the Ottawa Board of Education Research Centre for this purpose.

Program: A grade 8 core French program in the Ottawa Board of Education. Students received 40 minutes per day of French instruction since grade 1 and 30 minutes per day in kindergarten.

Subjects: 1,209 grade 8 core French students throughout the Ottawa board.

Instruments: The Ottawa Board of Education French Comprehension Test, subtest C (see Wightman, 1980).

Procedure: The test was group-administered by the regular core French teachers in May.

Results: Mean scores and percentages of correct answers indicated that recognizing French sounds and the meaning of sentences were the simplest aspects of the test, while understanding conversations, directions, idioms, social expressions and longer passages, as well as recognizing time as indicated by verb tenses, were more difficult. Test scores generally increased with the number of years spent in the core French program. Students who spoke a language other than English or French at home and who had participated in the core French program for only one or two years received lower listening comprehension scores than their anglophone peers, but if they had been in the program for three years or more, they surpassed the anglophones in listening comprehension scores. The reliability figures for the four sections of the test ranged from 0.54 to 0.75, with an overall reliability of 0.87.

Conclusion: While the students understood simple vocabulary and meanings, they had difficulty with more complex grammatical and social aspects of the language such as verb tenses and idioms. The test appeared adequate for an assessment of grade 8 students' learning

skills, although teachers felt that certain minor adjustments to the test may be required.

Wightman, M. (1984a). *Listening Skills of Grade 10 Core French Students Tested in Spring, 1983. French Working Paper No. 156.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To assess the listening skills of grade 10 core French students.

Program: Grade 10 core French programs in the Carleton and Ottawa Boards of Education. The programs involved approximately 40 minutes per day of French instruction. The students' total hours of French instruction varied. They had received between 15 and 40 minutes per day at various levels since kindergarten. The Ottawa students would have received approximately 1,270 cumulative hours of French instruction by the end of grade 10 and the Carleton students, 925 cumulative hours. The grade 10 core French programs were optional. As a result, girls significantly outnumbered boys in the programs.

Subjects: Grade 10 students in general, advanced and enriched level core French classes in fifteen high schools of the Ottawa board and seven high schools of the Carleton board. Approximately 1,171 students from the Ottawa board and 554 students from the Carleton board were involved in the study.

Instruments: The Ottawa Board of Education French Listening Comprehension Test (subtest C) for the general and advanced level students in both boards; the I.E.A. French Listening Comprehension Test* (Population II) for the general level students in the Ottawa board, and the I.E.A. French Listening Comprehension Test* (Population IV) for the advanced and enriched level students in both boards; and a French language background questionnaire for all students. The Ottawa board listening comprehension test involves matching a picture with a tape-recorded word or sentence, identifying the time of an action (present, past or future), and answering questions about a passage.

Procedure: The Ottawa board schools were randomly selected as were the tests they received, whereas the Carleton board schools and the tests they received were self-selected by each school. The tape-recorded tests were group-administered by trained bilingual testers between mid-May and early June.

Results: T-tests indicated that there were significant differences in the mean listening comprehension scores of the three grade 10 levels (general, advanced and enriched), the enriched scoring the highest and the general the lowest on the various tests. Comparisons were made with other groups that had taken the same tests. The general level grade 10

students' performance equalled that of grade 8 core French students on the Ottawa board test (the grade 8 classes included students of all levels). The advanced students' performance approached that of grade 7 late-entry French immersion students on the I.E.A. listening comprehension (Population IV) test. The enriched students' performance equalled that of grade 12 advanced core French and grade 8 late-entry French immersion students on the I.E.A. listening comprehension (Population IV) test. Students who had received eight years or more of French instruction performed significantly better than those with less French instruction. Exposure to French outside of school and former participation in a French immersion program were positively related to achievement on both listening comprehension tests. The enriched classes included more students with greater French exposure and former French immersion students than the other levels. The tests were found to be appropriate for use with grade 10 core French students. The correlation between the general level students' scores on the Ottawa board test and the I.E.A. (Population II) test was .83, indicating that the two tests were measuring much the same skills. (These were the only tests for which comparable data for the same students were available).

Conclusion: There were significant differences among the core French students at the various levels (general, advanced and enriched) which was associated with the amount of French exposure the students had received. The tests appeared appropriate for use with the grade 10 core French students.

Wightman, M. (1984b). *Reading and Writing Skills of Grade 10 Core French Students Tested in Spring, 1983. French Working Paper No. 157.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To assess the reading and writing skills of grade 10 core French students.

Program: Grade 10 core French programs in the Carleton and Ottawa Boards of Education. See Wightman (1984a) for a description of the programs.

Subjects: See Wightman (1984a).

Instruments: The Test de compréhension de l'écrit* (niveau B) for Ottawa general and advanced level and Carleton advanced and enriched level students; the Ottawa Board of Education French Reading and Writing Test for Ottawa general level and all Carleton students; the Test de mots à trouver* (niveau C) for the Ottawa advanced and enriched level students; the Ottawa Board of Education French Writing Test for the Ottawa advanced and enriched level and the Carleton advanced level students. The Ottawa Board of Education French Reading and Writing Test and the Ottawa Board of Education French Writing Test

were developed especially for this study and were based on the Ontario Assessment Instrument Pool, French as a Second Language*. The reading and writing test involves writing answers to questions, writing a description of pictures, answering multiple choice questions based on a passage and selecting conversationally appropriate phrases for a given social situation. The writing test involves writing a story and a brief note to a friend.

Procedure: See Wightman (1984a).

Results: T-tests indicated that there were significant differences in reading and writing skills between students at the different levels (general, advanced and enriched), the enriched students scoring the highest and the general the lowest. The Test de compréhension de l'écrit appeared to be too difficult for most of the core French students at all three levels. There were generally no significant sex differences at the three levels in the Ottawa board. Information on sex differences was not available for the Carleton board. Students who had French experience beyond the core French program generally performed significantly better than those without it, both within and across the three program levels. The reading and writing skills of the general level students were considered to be generally poor, while those of the advanced students were better and the enriched students "could express themselves reasonably well in writing". The tests used were deemed appropriate for the advanced and enriched level students, although rather difficult for the general level students.

Conclusion: There were significant differences between the three program levels (general, advanced and enriched) in reading and writing skills. Those with more exposure to French outside of school (both within and across program levels) performed better in French reading and writing. The tests were judged to be generally too difficult for the general level students and should therefore be modified for use with them.

Wightman, M. (1984c). *Speaking Skills of Grade 10 Core French Students Tested in Spring, 1983. French Working Paper No. 158.* Ottawa: Research Centre, The Ottawa Board of Education.

Purpose: To assess the speaking skills of grade 10 core French students.

Program: Grade 10 core French programs in the Carleton and Ottawa Boards of Education. See Wightman (1984a) for a description of the programs.

Subjects: A randomly selected subsample of approximately 128 grade 10 students from six schools in the Ottawa board and 93 grade 10 students from six schools in the Carleton board participated in the study. See Wightman (1984a) for details of the full sample.

Instruments: The Ottawa Board of Education French Speaking Test. The test involes naming objects in a picture, reading a written passage aloud, answering questions of a general conversational nature, substituting words in orally presented sentences, describing a picture or a series of pictures, and responding to questions concerning a specific situation or ones designed to elicit certain grammatical elements.

Procedure: The test was individually administered to students in each board between mid-May and early June. The tests were administered and scored by two trained bilingual testers. Each tester scored the tests they had administered.

Results: T-tests indicated that there were significant differences in speaking ability between the three levels (general, advanced and enriched), the general level students scoring the lowest and the enriched level students the highest. Students in the Ottawa board generally scored significantly higher than those in the Carleton board, who had fewer accumulated hours of French instruction. The general level students received scores similar to those of unstreamed grade 8 core French students, while the advanced level students significantly outperformed the grade 8 core French students. The enriched level students performed slightly below grade 8 late immersion students. There were generally no sex differences. There was a high correlation between the speaking scores and scores on the listening compehension, reading and writing tests given to the grade 10 core French students (Wightman, 1984a, and 1984b). The test was deemed appropriate for all three levels of students.

Conclusion: There were significant differences between the three program levels. Students with more accumulated French instructional time (Ottawa board students) generally performed significantly better than those with less accumulated French instructional time (Carleton board students). The test appeared to be appropriate for all grade 10 students, regardless of level.

SECTION V

TEST DESCRIPTIONS

Attitudes and Motivation Test Battery. (Gardner et al., 1974a).

See the description for the 1979 edition below.

Attitudes and Motivation Test Battery. (Gardner et al., 1979).

Intended population: Principally high school FSL students.

The two versions of this test battery (1974 and 1979) are essentially the same, although the questions are arranged differently in the two editions. The following description applies to both editions.

This test battery involves a series of scales designed to elicit students' attitudes toward the French language and culture, and toward French-speaking people. The first set of scales involves a series of Likert scales which present statements representing certain beliefs to which the students respond on a seven-point scale from "strongly agree" to "strongly disagree". Included in this section are scales of: *Need achievement, Ethnocentrism, French class anxiety, Attitudes toward French Canadians, Interest in foreign languages, Degree of integrativeness, Degree of instrumentality, Parental encouragement, Attitudes toward learning French, Attitudes toward European French, Anomie, Attitudes toward bilingualism,* and *Anxiety in authentic language use situations.*

The second set of scales involves semantic differential, seven-point scales with opposing pairs of adjectives (e.g. insincere . . . sincere) on which the students must characterize people and situations. The items characterized are French Canadians, oneself, one's French teacher, European French, English Canadians, and one's French course.

The final set of scales are multiple choice questions concerning *Motivational intensity, Desire to learn French,* and an *Orientation index.*

The test is group-administered and requires approximately one hour to complete. The test was standardized on a population of over 550 grade 7 to 11 core French students in Ontario. The effectiveness of the test was subsequently analyzed with a sample of over 25,500 grade 7 to 11 core French students. The test-retest reliability of the test was studied with a sample of over 225 core French students. Information on the description, technical characteristics (validity and reliability), administration, scoring, and interpretation of the test are available in the 1979 edition.

Bilingual Syntax Measure. (Burt et al., 1975).

Intended population: Children 4 to 9 years old, in kindergarten to grade 2.

The test was originally designed to measure children's oral proficiency in English and Spanish grammatical structures and was later adapted for French. The test is administered individually and involves open-ended questions about pictures which were designed to elicit certain grammatical structures. The test requires approximately 10 to 15 minutes per child to administer.

The English/Spanish *Bilingual Syntax Measure* was field tested on a population of 2,300 English- and 2,000 Spanish-speaking children in the U.S. and Mexico. The test manual includes administration and scoring instructions.

B.C. French Comprehension Test. (Shapson et al., 1980a).

Intended population: Students in grades 4 to 7, enrolled in their first, second or third year of a core French program.

The test measures three aspects of French listening comprehension: sound discrimination, knowledge of vocabulary, and comprehension of short passages. The test is tape-recorded. It is administered in one sitting of approximately 35 minutes.

Norms for the test are based on a sample of 2,483 students (108 classes) in their first year of French, 1,683 students (77 classes) in their second year of French, and 400 students (21 classes) in their third year of French in eleven school districts in British Columbia. Information on the description, development, technical characteristics (validity and reliability), administration, scoring, and interpretation of the test is available.

B.C. French Study Intermediate Student Attitude Scale. (Shapson et al., 1980b).

Intended population: Students in grades 4 to 7, enrolled in their first, second or third year of a core French program.

The questionnaire measures students' attitudes toward the French language and culture. The test involves a Likert scale. It requires approximately 20 minutes to complete. Information on the reliability and administration of the test is available.

B.C. French Study Primary Student Attitude Scale.

Intended population: Students in grades 1 to 3, enrolled in their first, second or third year of a core French program.

This test follows the same format as the B.C. French Study Intermediate Student Attitude Scale, described above.

Canadian Achievement Test in French. (Ontario Institute for Studies in Education, 1961).

Intended population: Grade 10 FSL students.

The test was designed to measure the FSL achievement of students at the end of grade 10, in the areas of vocabulary, grammar, reading comprehension and pronunciation. Test items involve finding words, finding antonyms, completing sentences, short reading passages with comprehension questions, and questions on the pronunciation of words. Questions often involve finding the French equivalent of an English word or sentence. The test is group-administered and requires approximately 60 minutes to complete. Ontario percentile norms are available. (The test is out of print).

Communicative Orientation of Language Teaching (COLT). (Allen et al., 1984).

Intended population: Second language classes (FSL and ESL).

This classroom observation scheme was developed as a research instrument to examine instructional practice in the second language classroom. It is composed of two parts. *Part I* examines classroom activities and includes: 1) Activity Type, 2) Participant Organization (e.g. whole class, group work), 3) Content (e.g. language forms, topics), 4) Student Modality (e.g. listening, speaking), and 5) Materials Used. *Part II* analyzes student and teacher verbal interactions in these activities under seven headings: 1) Use of Target Language, 2) Discourse Initiation, 3) Information Gap, 4) Sustained Speech, 5) Relative Restriction of Linguistic Form, 6) Reaction to Message/Code, and 7) Incorporation of Preceding Utterances. Information on coding and analysis using the COLT is available.

French Comprehension Test /Level 1. (Barik, 1975, revised 1976).

Intended population: French immersion students at the end of grade 1 who have previously completed a half-day immersion kindergarten program.

This test measures the comprehension of spoken French. It consists of three parts: in *Part 1* students match pictures to words or short sentences, in *Part 2* they select the appropriate answers to questions, and in *Part 3* they select the appropriate answers to questions concerning three short passages. The test is administered in one sitting of approximately 40 minutes.

Norms for the test are based on data obtained from a sample of students enrolled in grade 1 French immersion programs in Ontario. Information on test statistics, including norms (percentiles) and technical information (correlations, reliability), and test administration and scoring is available. The manual also includes raw mean scores for students in a grade 1 to 3 early French immersion program, a grade 2 to 5 bilingual (50%) program, a grade 1 to 3 intensive French program, and a grade 1 to 4 core French program.

French Comprehension Test /Primer. (Barik, 1976).

Intended population: French immersion students completing a half-day kindergarten program.

This test measures the understanding of spoken French. It consists of three parts: in *Part 1* students match pictures with words or short sentences, in *Part 2* they select the appropriate answers to questions, and in *Part 3* they select the appropriate answers to questions concerning two short passages. The test is administered in one sitting of approximately 45 minutes.

Norms for the test are based on data obtained in May and June 1977 from a sample of 1,084 students enrolled in kindergarten French immersion programs in Ontario. Information on test statistics, including norms (percentiles) and technical information (correlations, reliability), and test administration and scoring is available.

I.E.A. (International Association for the Evaluation of Educational Achievement) Tests, French as a Foreign Language. (International Association for the Evaluation of Educational Achievement, 1970).

These include tests of listening comprehension, reading comprehension, speaking, and writing designed for four age groups (Populations I, II, IV and IVS).

Intended population: *Population I* - 10 year old FSL students.

Three tests, which measure reading comprehension, listening comprehension and speaking skills, are included at this level. In the *Reading Comprehension Test*, students read a sentence under a set of four pictures and must indicate which picture corresponds to the sentence. In the *Listening Comprehension Test*, students must indicate which picture of a set of four corresponds to a tape-recorded sentence. These two tests are group-administered and require 20 minutes each to complete. The *Speaking Test* involves repeating short sentences, answering questions about a picture, and describing a picture. The speaking test is administered individually and requires 9 minutes to complete.

Intended population: *Population II* - 14 year old FSL students who have had two to three years of "normal" FSL instruction.

Four tests, which measure reading comprehension, listening comprehension, writing and speaking skills, are included at this level. The reading and listening tests follow a multiple choice format. In the *Reading Comprehension Test*, students must complete sentences or respond to questions. In the *Listening Comprehension Test*, the student must choose the picture or written response which corresponds to a tape-recorded statement. The *Writing Test* is in two parts: the first part involves filling in the missing words in sentences and changing the forms of nouns, verbs and articles; the second part involves the composition of a short dialogue for which some French vocabulary is provided. These tests are group-administered (normally in one sitting) and require 25 minutes each to complete. The *Speaking Test* involves repeating short sentences, answering questions about a picture, describing a picture, and reading a short passage aloud. The speaking test is administered individually and requires 19 minutes to complete.

Intended population: *Population IV* - pre-university year FSL students who have had three to four years of "normal" FSL instruction.

Four tests, which measure reading comprehension, listening comprehension, writing and speaking skills, are included at this level. The *Reading* and *Listening Comprehension*

Tests follow the same format as those for Population II. The first part of the *Writing Test* is similar to that for Population II, and the second part involves a short composition based on given themes. The *Speaking Test* is identical to that for Population II.

Intended population: *Population IVS* - FSL students at an advanced level of French proficiency who are about to enter university.

Three tests, which measure reading comprehension, listening comprehension, and speaking skills, are included at this level. The *Reading Comprehension Test* is similar in format to that for Population IV. The *Listening Comprehension Test* involves multiple choice answers to statements or questions. Each test requires 25 minutes to complete. The *Speaking Test* is identical to that for Population II.

The I.E.A. tests were developed as part of an international comparative study of the teaching of French as a foreign language in eight countries (see Carroll, 1975). International as well as Ontario (reading and listening comprehension test) norms are available for the tests.

Je Sais...? First Level Quiz. French as a Second Language. (Grigg, 1973).

Intended population: Students having completed the grade 7 and 8 Ontario Ministry of Education FSL program.

This test is a standardized French achievement test. It is based on the linguistic content of the Ontario Ministry of Education FSL program. It assesses listening comprehension and speaking skills. The *Listening* section involves multiple choice questions in which the students must select the word (phoneme discrimination), type of intonation (statement, question or command), or sentence (understanding structures) which correspond to a picture. The stimuli are tape-recorded. The test is group-administered and requires 17 minutes to complete. The *Speaking* section requires the students to repeat sentences or answer questions which relate to pictures. The stimuli are tape-recorded. The test may be administered either individually or to a group, if a language laboratory is available, and requires 9 minutes to complete. The student's answers are tape-recorded for subsequent scoring.

The test was standardized on a population of 909 students in nine schools in Ontario (Ottawa, Toronto and Cornwall). (The test is out of print).

Modern Language Aptitude Test (MLAT). (Carroll & Sapon, 1959).

Intended population: Native or near-native English speakers from grade 9 on, including university students and adults.

The test is intended to estimate students' "probable degree of success in learning a language". It comprises five sections. The *Number Learning* section measures the ability to memorize number words in a new language. The *Phonetic Script* section primarily assesses sound/symbol association ability. The *Spelling Clues* section is related partly to the students' English vocabulary and, to a lesser extent, to sound/symbol association ability. The *Words in Sentences* section assesses sensitivity to grammatical structure. The *Paired Associates* section measures rote memory. Questions are in a multiple choice format. Sections III, IV and V (*Spelling Clues*, *Words in Sentences*, and *Paired Associates*) may be given as a short form of the test. The test is group-administered in one sitting and requires 60 to 70 minutes to complete (30 minutes for the short form of the test.)

Test norms are based on a population of 1,900 high school students, 1,300 university students, and over 1,000 military personnel. Information on test statistics, including norms (percentiles) and technical information (validity, reliability), and test administration and scoring is available.

Modern Language Aptitude Test - Elementary (EMLAT). (Carroll & Sapon, 1967).

Intended population: Native English speakers in grades 3 to 6.

The test may be used in the selection, placement and guidance of students with respect to foreign language training, and to estimate their probability of success in studying a foreign language. It comprises four sections. The *Hidden Words* section, which measures knowledge of English vocabulary and sound/symbol association ability, involves the recognition of a word from which letters are missing or which is misspelled. The *Matching Words* section, which measures sensitivity to grammatical structures, involves recognizing the function that a specific word performs in a sentence and finding a word that performs a similar function in another sentence. The *Finding Rhymes* section measures the ability to hear sounds. The *Number Learning* section measures the ability to memorize number words in a new language. The test is administered in one sitting of approximately one and a quarter hours.

Test norms are based on a population of approximately 1,000 students from each of grades 3 to 6 across the U.S. Information on test statistics, including norms (percentiles) and technical information (validity, reliability), and test administration and scoring is available.

Modern Language Association (MLA) Cooperative French Language Tests. (Modern Language Association, 1964).

Intended population: FSL students in high school and college.

This is a language proficiency test of French listening, speaking, reading and writing ability. The *Listening Comprehension* subtest is tape-recorded and follows a multiple choice format. Students must respond to questions based on statements, brief dialogues, dramatic scenes, and prose passages. The listening comprehension subtest requires approximately 25 minutes to complete. The *Speaking* subtest measures students' oral fluency, pronunciation, and intonation. Students must repeat tape-recorded statements, answer questions which refer to line drawings, read aloud from a printed text, and describe pictures which convey a message or tell a story. The speaking subtest requires approximately 10 minutes to complete. The *Reading* subtest follows a multiple choice format. It involves completing sentences and answering questions based on short passages. The reading subtest requires 35 minutes to complete. The *Writing* subtest involves cloze-type sentences, word substitution tasks, the combination of two sentences into one, and a passage completion task involving given key words. The writing subtest requires 35 minutes to complete.

Test norms and guidelines for their interpretation are available. Norms for traditional and audio-lingual (i.e. no English used) programs for the first two years of high school instruction are provided.

National Foundation for Educational Research (NFER) French Tests. (National Foundation for Educational Research, 1971-1973).

These test batteries were designed for use in the NFER study (see Burstall et al., 1974) to test students' French proficiency in England and Wales. Each battery involves four tests which assess French listening comprehension, reading comprehension, writing and speaking ability. All tests, except the speaking test, are group-administered. The speaking test is administered individually. The listening and reading comprehension tests follow a multiple choice format. Batteries II and III also include a questionnaire assessing students' attitudes toward French.

Intended population: *Battery I* - 11 year old FSL students.

The *Listening Comprehension Test* involves selecting pictures which correspond to tape-recorded sentences. The *Reading Comprehension Test* involves matching pictures to written sentences, and answering questions about short prose passages or dialogues. The *Writing Test* involves describing pictures designed to elicit certain grammatical structures, and completing sentences. The *Speaking Test* involves answering questions about pictures. The listening test requires approximately 15 minutes to complete; the reading and writing tests require 35 minutes each to complete; and the speaking test requires less than 5 minutes to complete.

Intended population: *Battery II* - 14 year old FSL students.

The *Listening Comprehension Test* involves selecting pictures or replies to statements or question, and answering questions which correspond to short tape-recorded passages. The *Reading Comprehension Test* involves answering questions about short prose passages or dialogues, and completing sentences. The *Writing Test* involves completing sentences. The *Speaking Test* involves answering questions about pictures, repeating sentences, describing a picture, and reading a passage aloud. The listening test requires approximately 15 minutes to complete; the reading and writing tests require 30 minutes each to complete; and the speaking test requires less than 7 minutes to complete.

Intended population: *Battery III* - 16 year old FSL students.

The *Listening Comprehension Test* involves answering questions which correspond to tape-recorded short passages. The *Reading Comprehension Test* involves finding synonyms for words in a sentence, and answering questions about short prose passages. The *Writing Test* involves writing a letter on a specific topic. The *Speaking Test* involves participating in role-play situations. The listening test requires approximately 30 minutes to complete; the reading test requires 40 minutes to complete; the writing test require 35 minutes to complete; and the speaking test requires 7 to 8 minutes to complete.

New Brunswick Language Interview Program. (Educational Testing Service, 1974).

Intended population: Senior high school students enrolled in a core French program.

This test is based on the face-to-face individual oral interview developed by the U.S. Foreign Service Institute. The interview involves three stages. An *Exploratory Stage* establishes rapport between the interviewer and the student. An *Analytical Stage* is designed to assess the student's language competence. A *Situation Stage*, which is optional, involves the student acting as interpreter for two testers who pretend to be a monolingual anglophone and a monolingual francophone respectively. The interviews last 15 to 20 minutes. The student's performance is rated on a six-point scale for each of pronunciation, vocabulary, grammar, fluency, and comprehension. There are special training sessions for the administration and scoring of the interview. The test manual includes administration and scoring information.

A similar test has been developed for use at the junior high school level: the *New Brunswick Middle School Scale (1984) for the Assessment of Oral Proficiency* (Educational Testing Service, 1984).

Ontario Assessment Instrument Pool (OAIP), French as a Second Language. (Ontario Ministry of Education, 1980).

Intended population: Core French students in grades 6 and 10.

This is a collection of 100 assessment instruments involving a wide variety of tasks. Speaking and writing tasks, reading passages, tapes to which to listen, and dialogues in which to participate are included. Questions range from multiple choice questions to open-ended ones. Objectives, uses, estimated level of difficulty, grade level, and number of years of French experience are provided for each instrument.

The individual instruments were screened in several Ontario school boards. However, no statistical data are yet available.

O.I.S.E. Intermediate Evaluation French Comprehension Test. (Ontario Institute for Studies in Education, 1979).

Intended population: FSL students in grades 7, 8 and 9.

This is a French achievement test and involves three subtests: listening, understanding and reading. The *Listening* subtest measures students' knowledge of French pronunciation, in the context of conversation about everyday life. The subtest is tape-recorded and follows a multiple choice format. Students must choose the sentence which best completes a dialogue. They must also identify which of a number of sentences is spoken twice. The *Understanding* subtest measures students' acquisition of basic vocabulary. Students must select from five options the word or phrase which best corresponds to a given picture or the picture which best illustrates a given sentence. The *Reading* subtest measures students' ability to read a simple text with the help of a dictionary, and to interpret grammatical structures correctly. Students answer multiple choice questions based on a story accompanied by a glossary. Students also complete a modified cloze passage in which they must choose from among five options for each blank. The tests are group-administered and require 60 minutes to complete.

Test norms are based on a national (Canadian) sample of late grade 7 to 9 students. Information on test statistics (validity, reliability), and test administration and scoring is available.

Peabody Picture Vocabulary Test. (Dunn, 1959).

Intended population: Children aged 2 1/2 to 18.

This is a test of verbal intelligence. It was originally designed for use with handicapped children. The test involves the tester saying a word to which the children must respond by pointing to one of four pictures which illustrates the word. The test can be administered individually or to a group.

Pimsleur French Proficiency Tests. (Pimsleur, 1967).

Intended population: *Form A*: students who have completed two-thirds of a first year French course; *Form C*: students who have completed two-thirds of a second year French course.

These tests are designed to measure proficiency in French as a second language with respect to the four language skills - listening, speaking, reading and writing. The *Listening Comprehension Test* measures auditory perception and comprehension. The test is tape-recorded and follows a multiple choice format. *Part I* measures students' ability to listen attentively, to distinguish sounds in context, and to associate sounds with their symbols. *Part II* assesses aural comprehension of sentences. Student must select the correct response to a question or statement. The listening comprehension test requires approximately 15 minutes to complete. The *Speaking Test* measures pronunciation and fluency. Students must name objects found in pictures, read written sentences aloud, and answer question. The students' performances are tape-recorded for subsequent scoring. The speaking test requires approximately 15 minutes to complete. The *Reading Comprehension Test* measures students' comprehension of the literal meaning of a passage and their ability to draw inferences. It consists of short written passages of varied format and subject matter. Each passage is followed by several incomplete statements which students must correctly complete from a set of four options. The reading comprehension test requires 35 minutes to complete. The *Writing Test* measures students' ability to use appropriate words, idioms and structures correctly and to describe simple actions or situations. The test involves completing sentences, supplying the correct form of a verb, transforming sentences where a key element had been changed, and a controlled compositon based on pictures. The writing test requires 35 minutes to complete.

The test was standardized on a population of 4,543 first year and 3,052 second year junior and senior high school FSL students across the U.S. Information on test statistics, including norms (percentiles) and technical information (validity, reliability), and test administration and scoring is available.

Pimsleur Language Aptitude Battery. (Pimsleur, 1966).

Intended population: Students at the end of grade 6 and in grades 7 through 12.

This test battery is designed first, to predict how well a student will do in learning a second language, and, secondly, to diagnose language learning problems. The test battery involves six parts. *Part I* calls for a list of the students' marks in academic areas other than foreign languages. *Part II* gauges interest in learning a second language. *Part III* assesses word knowledge in English by requiring the students to match a given word to its synonym. This part follows a multiple choice format. *Part IV*, language analysis, gauges the ability to reason logically in terms of foreign language materials. Students are given just sufficient data in a foreign language to enable them to figure out a series of grammatically correct answers in that language. *Part V*, sound discrimination, measures the ability to learn phonetic distinctions and recognize them in different contexts. *Part VI*, sound/symbol association, assesses the ability to associate a sound with its written symbol.

The test was standardized on a population of 1,201 grade 7, 979 grade 8, and 1,765 grade 9 students across the U.S. Information on test statistics, including norms (percentiles) and technical information (validity, reliability), and test administration and scoring is available.

Target Language Observation Scheme (TALOS). (Ullmann & Geva, 1982).

Intended population: Second language classes (primarily core French).

This classroom observation scheme was designed as a research instrument to obtain information about observable classroom process variables. It consists of two main parts: a specific low inference section which describes observable events and a global high inference section which involves global ratings of student and teacher involvement in the class. The *Low Inference* section assesses teacher-directed and -initiated behaviour: 1) who is being addressed (e.g. large group, individual), 2) the type of activity (e.g. drill, free communication), 3) the content focus (e.g. linguistic, substantive), 4) the skill focus (e.g. listening, speaking), 5) the teaching medium (e.g. text, game), 6) the teaching act (e.g. discussing, disciplining), and 7) language use (e.g. L_2, L_1). The *Low Inference* section also assesses student-initiated behaviour: 1) who is being addressed (e.g. peer, teacher), 2) the type of utterance (e.g. sentence, non-verbal), 3) the type of question (e.g. cognitive question, routine question), and 4) language use (e.g. L_2, L_1). The *High Inference* section involves a focus on: 1) the teacher: L_2 use, teacher

intent and purposefulness, and teaching strategies, 2) the student: use of L_1 and L_2 on task, student activity, and student interest, and 3) the program: appropriateness to age and stage, emphasis on language skills, degree of formal or functional emphasis, and the integration with the general school curriculum. Information on coding and analysis using TALOS is available.

Test de classement, français langue seconde. (Douesnard, 1969).

Intended population: FSL students in elementary and high school.

This is a language proficiency test of French listening comprehension, reading and writing ability. The *Oral Comprehension* (listening comprehension) subtest involves matching pictures to tape-recorded sentences. The *Reading* subtest involves multiple choice questions in which students must complete sentences, and answer questions based on short passages. In the *Writing* subtest, students must select words from a set of options which best fit a passage from which the words have been deleted. The reading subtest requires 25 minutes to complete and the writing subtest requires 10 minutes to complete. The test is group-administered in one sitting.

Test de compréhension auditive - niveaux A et B. (Bilingual Education Project, OISE, 1978-1979).

Intended population: French immersion students in grades 5 to 11.

This listening comprehension test measures the understanding of spoken French in real-life situations. The test includes tape-recorded radio broadcasts, weather forecasts, news items, dramas, etc. Students respond to multiple choice questions. *Niveau A* is used in grade 5, and *niveau B* is used from grade 6 on. The test has not been standardized.

Test de compréhension de l'écrit - niveaux A et B. (Bilingual Education Project, OISE, 1977-1979).

Intended population: French immersion students in grades 5 to 12.

This test measures the comprehension of written French in a variety of real life situations. It includes newspaper and magazine articles, excerpts from stories, advertisements, weather forecasts, television schedules, horoscopes, comic strips, recipes, and poetry. Students respond to multiple choice questions. *Niveau A* has been used with grade 5 early French

immersion students and *niveau B* has been used with grade 7 and 8 early French immersion students and grade 11 and 12 late French immersion students. *Niveau A* requires 30 minutes to complete and *niveau B*, 45 minutes. The test has not been standardized.

Test de lecture "California". (Claes et al., 1967).

This test is a French adaptation of an English test. It measures the vocabulary, reading, comprehension, inferencing, and study skills of native French speakers. Each level involves *Vocabulary* and *Comprehension* sections.

Intended population: *Level I* - Native French speakers in grades 2 and 3.

The *Vocabulary* section measures word perception and knowledge of word meanings. The *Comprehension* section measures the ability to follow instructions and the understanding of paragraphs and short passages. The test requires 35 minutes to complete.

Intended population: *Level II* - Native French speakers in grades 4, 5 and 6.

The *Vocabulary* section measures visual and auditory discrimination and mastery of antonyms and synonyms. The *Comprehension* section measures the ability to follow instructions, and to use indices, alphabetical lists, and tables of contents. It also measures aspects of reading comprehension such as identifying the main idea of a passage and drawing inferences. The test requires 45 minutes to complete.

Intended population: *Level III* - Native French speakers in grades 7 to 9.

The *Vocabulary* section measures knowledge of mathematics, science, social studies and general knowledge through finding the antonym of a given word. The *Comprehension* section measures the ability to follow written instructions, to consult references, and to interpret texts based on topics from geography, history, and science. The test requires 45 minutes to complete.

Each test was normed on a population of over 1,000 francophone subjects in Belgium. Norms (percentiles) are available in the *Manuel d'Application*.

Test de mots à trouver - niveaux C et D. (Bilingual Education Project, OISE, 1977-1978).

Intended population: French immersion students in grades 5 to 11.

This is a cloze test (test de closure) which is intended to provide an overall measure of French proficiency. The test involves prose passages in which every seventh word has been deleted. The first and last paragraphs have remained intact. Students must complete the blank spaces left by the deleted words.

Niveau C has been used with grade 6 and 7 early French immersion students and *niveau D* has been used with grade 5 to 8 early French immersion students and grade 8 to 11 late French immersion students. The test has not been standardized.

Test Laval. (Presses de l'Université Laval, 1971).

Intended population: FSL students from age 10 to adults.

This test was designed primarily as a placement test, but may also be used as an achievement test. It includes three multiple choice subtests. The *Auditory Comprehension* subtest involves discriminating sounds and answering questions which are tape-recorded. The *Grammar* and *Vocabulary* subtests involve completing sentences and finding the equivalent of words or groups of word contained in a sentence. The test is group-administered in one sitting and requires approximately two hours to complete.

The test was standardized on a population of 739 students, aged 10 to 69, from various areas of Canada and the U.S., who had received varying levels of French instruction. Information on the description, development, technical characteristics (validity, reliability), administration, scoring, and interpretation of the test is available.

Tests de lecture. (Barik et al., 1979).

Intended population: Early French immersion students in grades 2 to 6.

These are reading comprehension tests which assess comprehension and inferencing skills. The tests involve passages followed by multiple choice questions. The length and type of the passages varies. *Test de lecture* - 2^{e} année is designed for students at the end of grade 2 and requires 30 minutes to complete. *Test de lecture* - 3^{e} année is designed for students at the end of grade 3 and requires 30 minutes to complete. *Test de lecture* - 4^{e} année is designed for students at the end of grade 4 and requires 30 minutes to complete. *Test de lecture* - 5^{e}/6^{e} année is designed for students at the end of grade 5 or in grade 6 and requires 35 minutes to complete.

The tests have been standardized on a population of French immersion students in various regions of Canada (P.E.I., Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan and British Columbia). Test statistics, norms, administration instructions and an answer key are included in the test manual.

Tests de rendement en français. (Commission des Ecoles Catholiques de Montréal, revised yearly).

Intended population: Native French speakers in grades 1 to 9 (Secondaire III).

There is a separate test for each grade level. The tests measure achievement in French. They follow a multiple choice format. Questions involve sound/symbol association, spelling, vocabulary comprehension, identification of synonyms and antonyms, and replacement of phrases by single words. The higher level tests also assess the ability to select correct grammatical forms in context, to recognize errors, and to assign grammatical categories.

SECTION VI

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